

**Essentials of Teaching and Assessment Virtual Course**  
**Thursday and Friday, September 17-18, 2020**

**PROGRAM**

A two-day, intensive course to introduce participants to the pedagogy, strategies, and resources for effective teaching and assessment, including in the virtual environment. This event is open to all UVM College of Medicine faculty. This course is designed especially for faculty, residents, fellows, graduate students, and postdocs who are new to teaching.

Time	Session
<b>Thursday, September 17</b>	
1:00 – 2:00 PM	<b>Welcome</b> <i>Kathryn Huggett, PhD</i> <b>Plenary</b> Teaching in the Virtual Environment <i>Jesse Moore, MD</i> <a href="#">Zoom Link</a> (Meeting ID: 94329077963)
2:15 – 3:30 PM	<b>Breakout Sessions</b>
A	Objective Driven Teaching <i>Bridget Marroquin, MD; Emily Stebbins, MD</i> <a href="#">Zoom Link</a> (Meeting ID: 93753885768)
B	Feedback Essentials <i>Richard Bounds, MD; Sarah Schlein, MD</i> <a href="#">Zoom Link</a> (Meeting ID: 98703650759)
3:45-4:45 PM	<b>Breakout Sessions</b>
A	Patient-Centered Teaching <i>Karin Gray, MD; Lewis First, MD</i> <a href="#">Zoom Link</a> (Meeting ID: 99563253387)
B	Small Group Facilitating <i>Stephen Berns, MD; Martha Seagrave, RN, PA</i> <a href="#">Zoom Link</a> (Meeting ID: 94808299133)
<b>Friday, September 18</b>	
8:00 -9:00 AM	<b>Plenary</b> Creating a Positive Learning Environment <i>Judith Lewis, MD; Nathalie Feldman, MD</i> <a href="#">Zoom Link</a> (Meeting ID: 96931394501)
9:15 – 10:30 AM	<b>Breakout Sessions</b>
A	How to Provide Meaningful Evaluations <i>Melissa Davidson, MD; Elise Everett, MD</i> <a href="#">Zoom Link</a> (Meeting ID: 94028838854)
B	Patient Centered Teaching <i>Karin Gray, MD; Lewis First, MD</i> <a href="#">Zoom Link</a> (Meeting ID: 92095700111)
10:45-12:00 PM	<b>Breakout Sessions</b>
A	Small Group Facilitating <i>Stephen Berns, MD; Martha Seagrave, RN, PA</i>

	<a href="#">Zoom Link</a> (Meeting ID: 93905806940)
B	Writing Inclusive Cases <i>Karen Lounsbury, PhD; Deborah Cook, MD</i> <a href="#">Zoom Link</a> (Meeting ID: 92958991750)
C	Active Learning Consults Jesse Moore, MD; Julia O'Connor Contact <a href="#">Teaching Academy</a> for open time slots

Please note, you will receive an evaluation after today's event via email. Please provide feedback and help inform future planning. We are also required to send a gap analysis 3-4 months following this event. Thank you!

### **Learning Objectives**

#### **Teaching in the Virtual Environment**

Facilitator: Jesse Moore, MD

1. Compare differences between in-person and virtual teaching
2. Describe how an active learning session may need to be revised for virtual delivery
3. Describe effective use of Zoom for teaching

#### **Objective Driven Teaching**

Facilitators: Bridget Marroquin, MD; Emily Stebbins, MD

1. Be introduced to The Taxonomy of Educational Objectives in the cognitive domain
2. Work in small groups to apply the taxonomy to real educational situations
3. Gain knowledge and understanding to better teach residents, fellows, medical students and other learners

#### **Feedback Essentials**

Facilitators: Richard Bounds, MD; Sarah Schlein, MD

1. Define feedback, and describe the differences between formative and summative feedback
2. Discuss the challenges of feedback in medical education
3. Practice delivering feedback using established guidelines for effective feedback

#### **Patient Centered Teaching**

Facilitators: Karin Gray, MD; Lewis First, MD

1. Discuss the importance of orientation for the learner
2. Review techniques for effective and efficient clinical teaching
3. Review ways to give feedback and differentiate between feedback and evaluation

#### **How to Provide Meaningful Evaluations**

Facilitators: Melissa Davidson, MD; Elise Everett, MD

1. Review LCME and ACGME standards for residents as teachers;
2. Discuss nuts and bolts of evaluation (formative and summative), with application to faculty, as well as residents and students as both teachers and learners;
3. Apply "Anatomy of an Effective Evaluation Statement" framework to reconstruct real-life examples of statements that range from unhelpful to unprofessional.

#### **Small Group Facilitating**

Facilitators: Stephen Berns, MD; Martha Seagrave, RN, PA

1. Describe the strengths of small group learning
2. Name three effective strategies for small group facilitation

3. Recognize group dynamics that advance learning
4. Describe and address challenges of small group facilitation

### **Creating a Positive Learning Environment**

Facilitators: Judith Lewis, MD; Nathalie Feldman, MD

1. Define the concept of medical student mistreatment according to the AAMC
2. Identify learning and teaching challenges as experienced by UVMCOM students and faculty
3. List "best practice" strategies to overcome these challenges as identified by UVMCOM and affiliate audiences
4. Become familiar with LCOM learning environment initiatives

### **Writing Inclusive Cases**

Facilitators: Karen Lounsbury, PhD; Deborah Cook, MD

1. Understand the importance of presenting cases that include diverse populations as part of a comprehensive medical curriculum
2. Outline the obstacles to using inclusive clinical cases in medical education
3. Identify stereotypes within case examples and apply best practices to write inclusive cases
4. Critique responses to student feedback on inclusivity of case writing and devise ways to communicate respectful responses

### **Continuing Medical Education (CME)**

**Meeting Disclaimer:** Regarding written materials and information received, written or otherwise, during this Conference: The scientific views, statements, and recommendations expressed during this activity represent those of the authors and speakers and do not necessarily represent the views of The Robert Larner College of Medicine at The University of Vermont.

**Interest Disclosures:** As a joint accredited organization for interprofessional education, The Robert Larner College of Medicine at The University of Vermont Medicine is required to disclose any real or apparent conflicts of interest (COI) from anyone who has control of the content (speakers, planners, moderators).

### **No Interests to Disclose:**

- Amanda Broder
- Bridget Marroquin, MD
- Deborah Cook, MD
- Elise Everett, MD
- Emily Stebbins, MD
- Jesse Moore, MD
- Judith Lewis, MD
- Karen Lounsbury, PhD
- Karin Gray, MD
- Kathryn Huggett, PhD
- Lewis First, MD
- Martha Seagrave, PA, PA-C, RN
- Melissa Davidson, MD
- Nathalie Feldman, MD
- Richard Bounds, MD
- Sarah Schlein, MD
- Stephen Berns, MD

## Interests to Disclose/COI/Bias Resolved\*:

**\*Note: UVM CME Staff who reviewed this activity had no interests to disclose.**

**Commercial Support Received:** We have not received any commercial support for this activity.

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\*Having a financial interest or other relationship with a corporate organization, **or discussing an unlabeled use of a commercial product**, may not prevent a speaker from making a presentation. However, the existence of the relationship must be made known to the planning committee prior to the conference, so that any possible conflict of interest may be resolved prior to the talk.

If you will claim CME for your participation, credits are now awarded online through the CME system, *MyCredits*. If you are unfamiliar with this system, visit: <http://www.med.uvm.edu/cme/my-credits>



In support of improving patient care, The Robert Larner College of Medicine at The University of Vermont is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

The University of Vermont designates this live internet activity for a maximum of 6.5 AMA PRA Category 1 Credit(s) TM. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Thursday, September 17, 2020		
1:00 - 2:00 PM	<b>Teaching in a Virtual Environment</b> <i>Jesse Moore, M.D.</i>	.75
2:15 – 3:30 PM	Breakout Block 1: <i>Select one session:</i>	1.25
A	<b>Objective-Driven Teaching</b> <i>Bridget Marroquin, M.D., Emily Stebbins, M.D.</i>	
B	<b>Feedback Essentials</b> <i>Richard Bounds, M.D., Sarah Schlein, M.D.</i>	
3:45 – 4:45 PM	Breakout Block 2: <i>Select one session:</i>	1
A	<b>Patient-Centered Teaching</b> <i>Lewis First, M.D., Karin Gray, M.D.</i>	
B	<b>Small Group Facilitating</b> <i>Stephen Berns, M.D., Martha Seagrave, R.N., P.A.</i>	
Friday, September 18, 2020		
8:00 – 9:00 AM	<b>Creating a Positive Learning Environment</b> <i>Judith Lewis, M.D., Nathalie Feldman, M.D.</i>	1
9:15 – 10:30 AM	Breakout Block 3: <i>Select one session:</i>	1.25
A	<b>How to Provide Meaningful Evaluations</b> <i>Melissa Davidson, M.D., Elise Everett, M.D.</i>	
B	<b>Patient-Centered Teaching</b> <i>Lewis First, M.D., Karin Gray, M.D.</i>	
10:45 – 12:00 PM	Breakout Block 4: <i>Select one session:</i>	1.25

A	<b>Small Group Facilitating</b> <i>Stephen Berns, M.D., Martha Seagrave, R.N., P.A.</i>	
B	<b>Writing Inclusive Cases</b> <i>Karen Lounsbury, Ph.D., Deborah Cook, M.D.</i>	
	<b>Total CME hours</b>	<b>6.5</b>