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Critical Issues Facing Medical Education Today
Kelley Skeff, MD, PhD, Stanford University School of Medicine
September 12, 2018; 12-1PM
Join Dr. Kelley Skeff, Co-Director of Stanford Faculty Development Center for Medical Teachers, Vice Chair for Educational Programs in Stanford School of Medicine's Department of Medicine, and award-winning master educator, for his inspirational and thought-provoking presentation on the major issues facing medical education today. Through careful analysis and questioning, Dr. Skeff will address key areas such as the clinical learning environment, medical learner and faculty well-being, evaluation of competency, and self-directed learning.

Conquering the Annual Institutional Review
Gerri Navarre, MA, MSW, Metro Health – University of Michigan Health
October 9, 2018; 12-1PM
The Annual Institutional Review is a critical component of the accreditation process as it gives the sponsoring institution an opportunity to self-assess and plan for improvements. Examination of performance metrics, survey results, and program evaluation reviews are just a few components of the review process. Institutions then summarize their findings and submit a report to the ACGME. Join Gerri Navarre, ADME at Metro Health - U of M, as she shares how her community-based institution conducts the review process.

Strengthening Your Program's System of Assessment
Benjamin Kinnear, MD, University of Cincinnati Internal Medicine Residency Program
December 7, 2018; 12-1PM
The University of Cincinnati Internal Medicine Residency Program has been on the cutting edge of competency-based assessment since before the ACGME Milestone Project was complete. Continuing on that trajectory, the program has such advanced assessment instruments that they can now use regression modeling with their internal resident performance data to see if a resident is on target with where the program expects them to be based on things like time of year, rotation, assessor, etc. Join program faculty Dr. Ben Kinnear as he details how this process works and how programs can strengthen their resident assessments to help guide curriculum improvements.

Using SWOT Analysis to Guide Program Improvement
Ann Dohn, MA and Nancy Piro, PhD, Stanford University School of Medicine
December 11, 2018; 12-1PM
When beginning their Annual Program Evaluation, the ACGME recommends programs utilize a SWOT analysis to generate a list of the program’s strengths, weaknesses/areas for improvement, and the factors in their environment. Join Ann Dohn and Nancy Piro as they share templates, tools and processes that will help a program use SWOT analysis to develop an actionable guide for improvement.

Maximizing Your Program's Journal Club
Abe Wheeler and Chana Kraus-Friedberg, PhD, AHIP, MSL, Michigan State University Libraries
January 9, 2019; 12-1PM
A program's journal club provides an excellent opportunity to enhance resident skills related to medical literature review, evidence-based decision making, and scholarly activity project design. Join MSU Medical Librarians as they discuss ways program leadership can maximize this opportunity for their residents.

Proven Practical Approaches to Increasing Scholarly Activity for Residents and Faculty
Heidi Kromrei, PhD, Medical Education Consultant
February 5, 2019; 12-1PM
One of the challenges of transitioning to ACGME accreditation relates to requirements for resident and faculty scholarly activity. This eForum workshop will review techniques to increase scholarly activity while simultaneously engaging your residents and faculty in practical work that will enhance the clinical work environment. At the end of this session you will 1.) understand the ACGME requirements for faculty and resident scholarly activity, 2.) recall strategies to increase resident and faculty scholarly activity, and 3.) understand successful methods to increase your own writing and publishing skills.

Long-Term Outcomes of a Simulation-Based Remediation for Residents and Faculty with Unprofessional Behavior
Jeannette Guerrasio, MD, University of Colorado
March 2019; 12-1PM
Remedial training methods for physicians who struggle with unprofessional behavior are often ad hoc, are poorly described, and have unknown long-term results. While a 2011 AAMC report concluded that medical simulation is being used to teach and assess students, residents, and practicing physicians in nearly all of the ACGME core competencies, including professionalism, only 44% of medical schools and 19% of teaching hospitals reported using simulation for the remediation of professionalism. Join Dr. Jeannette Guerrasio as she describes the long-term results of a simulation-based remediation program used to address individual skill deficiencies in struggling residents and practicing physicians at the University of Colorado School of Medicine.

Customizing Formative Feedback for Common Problems Found in Medical Student and Resident Performance Using the One-Minute Preceptor
SUSAN ENRIGHT, DD, Michigan State University College of Osteopathic Medicine
April 2019; 12-1PM
Providing guided feedback to medical learners can be time consuming and stressful. One option to help overcome these challenges is to utilize the One-Minute Preceptor method. This approach fosters assessment of student knowledge as well as customized, guided, and timely feedback. Join Dr. Susan Enright, Director of Clerkship Education for MSUCOM, as she describes the One-Minute Preceptor method and provides preceptor tips for using this method for common issues seen in medical student and resident performance.

Mentoring and Professionalism in Training (MAP-IT)
Alice Fornari, EdD, RGN, Zucker School of Medicine, Hofstra/Northwell
May 7, 2019; 12-1PM
According to ACGME guidelines, professionalism and “interpersonal communication skills that result in effective information exchange” are core competencies of residency training. To address this, Hofstra/Northwell developed the Mentoring and Professionalism in Training (MAP-IT) Program as a unique project to implement an interprofessional curriculum incorporating humanism as a core value in the professional development of health-care professionals throughout the Northwell Health System. The curriculum teaches team building, conflict resolution, and feedback along with strategies to balance well-being with professional commitments and growth. Initial research results indicate that it is an effective educational tool that can satisfy the ACGME professionalism curriculum requirement. Join Dr. Alice Fornari and Ms. Cecy George as they describe this innovative curriculum and the impact it has had at Hofstra/Northwell.