Statewide Campus System
College of Osteopathic Medicine
MICHIGAN STATE UNIVERSITY

2017-18 SCS Med Ed eForum Webinar Series

World-Class Faculty Development at your Fingertips

Maximizing Your On-site Faculty Development Efforts with Snippets
Brandy Church, MA
September 12 • 12-1PM

The most impactful faculty development efforts are succinct, pragmatic, and aligned with organizational needs, rather than something extra that must be done to check an accreditation requirement box. To assist our member institutions in maximizing their faculty development efforts, SCS brings you Faculty Development Snippets—short videos of information critical to today's busy clinical educator. Join Brandy Church, Director of Faculty Development for SCS, as she introduces the Faculty Development Snippets library and discusses how to best incorporate their delivery into your site's already existing meetings.

Promoting Resident Engagement in QI Projects
Vineet Arora, MD and Julie Oyler, MD
October 26 • 12-1PM

ACGME Common Program Requirements and CLER Pathways stipulate that residents must be meaningfully involved in the institution's quality improvement efforts, yet many hospitals struggle to fully engage their residents. Join Drs. Vineet Arora and Julie Oyler, experts in Healthcare Quality at the University of Chicago, as they share successful strategies and best practices to increasing resident involvement and related scholarly output.

The New Science of Learning: Strategies for Teaching from the Psychology of Learning
Todd Zakrajsek, PhD
November 14 • 12-1PM

The scholarship of learning has vastly evolved over the past few decades. Cutting-edge research exists on the science of the brain and how the learning process works. Join Dr. Todd Zakrajsek, Executive Director of the Academy of Educators in the School of Medicine at UNC-Chapel Hill and a TEDTalk presenter, as he discusses practical applications and proven strategies that use the science of to enhance the education experience for today's medical learners.

EPAs and Entrustment as Measurements of Medical Learner Competence
Kimberly Lomis, MD
December 8 • 12-1PM

In 2014, the Association of American Medical Colleges (AAMC) published a list of 13 Core Entrustable Activities for Entering Residency (Core EPAs) that medical school graduates might be expected to perform, without direct supervision, on the first day of residency. Soon after, the AAMC commissioned a five-year pilot with 10 medical schools across the US seeking to implement the Core EPA framework to improve the transition from undergraduate to graduate medical education. Join Dr. Kim Lomis, the Associate Dean for Undergraduate Medical Education at Vanderbilt University and the Associate Project Director for AAMC's Core EPA project, as she discusses EPAs, entrustment, and implications for both undergraduate and graduate medical education assessment.

Designing and Implementing Simulation-Based Mastery Learning Curricula
William McGaghie, PhD
February 6 • 12-1PM

Mastery learning is a rigorous form of competency-based medical education. Use of the mastery model has been shown to improve patient care quality and lower health care costs. Workplace– and simulation-based learning are excellent delivery modalities for mastery learning. Join Dr. William McGaghie, Medical Education Skill Acquisition and Simulation Technology Lead Researcher at Northwestern University Feinberg School of Medicine, as he shares considerations for developing and implementing successful simulation-based curricula that will improve resident competence.

Current Medical Education: Issues for Reflection
Kelley Skeff, MD, PhD
March

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.

Navigating Osteopathic Recognition: New Standards in ACGME Accreditation
Sarah James, DO
April 11, 2018 12-1PM

With the progression to a single GME accreditation system, a higher level of integration of osteopathic and allopathic physicians during residency is anticipated. While there is much in common in the medical education of osteopathic and allopathic students, osteopathic graduates have been taught a unique set of manual medicine skills based on core principles of osteopathy. Growth of osteopathic skills during residency is an important educational goal for osteopathic medical school graduates, and the opportunity to learn manual medicine techniques during residency is desirable for graduates of allopathic medical schools. Join Dr. Sarah James from the University of Wisconsin (UW) as she describes the competency-based curriculum used to support osteopathic recognition within UW DFMCH's family medicine residency program, which includes didactic education, case study reviews, scholarly activities, and skills training in group sessions.

Cross Culture Communication/Cultural Competency
Saroj Misra, DO
April 20, 2018 12-1PM

Cultural competency is an essential skill for physicians because of increasing ethnic diversity among patient populations. Culture, the shared beliefs and attitudes of a group, shapes ideas of what constitutes illness and acceptable treatment. A cross-cultural interview should elicit the patient's perception of the illness and any alternative therapies he or she is undergoing as well as facilitate a mutually acceptable treatment plan. Join Dr. Saroj Misra, ACOFP Family Physician of the Year and FM Program Director at St. John Macomb-Oakland, as he shares 3 validated models for engaging in cross culture communication.

Best Practices for Interviewing and Resident Selection
Wayne Robbins, DO
May 23, 2018 12-1PM

Each fall, residency program directors, core faculty, and program coordinators engage in the screening, interviewing, and ranking processes of the candidates that have applied to their program. With the Single Accreditation System, the number of applicants each program receives has substantially increased. Given this increased volume of documentation to review, and the fact that applicant selection is critically important to programs as it has enduring consequences, it is crucial that program directors and coordinators have an effective, streamlined process to follow. Join Dr. Wayne Robbins as he discusses best practices community-based programs can use when screening, interviewing, and ranking candidates.

Webinar participation is available at msu.zoom.us/j/154458724