



Dartmouth
GEISEL SCHOOL OF MEDICINE

GEISEL SCHOOL OF MEDICINE AT DARTMOUTH
The Academy of Master Educators

EDUCATORS' SYMPOSIUM

MINDFULNESS, JOY, AND HUMANISM IN MEDICAL EDUCATION

KEYNOTE SPEAKER

Dr. Richard Levin

President and CEO,
Arnold P. Gold Foundation

**The Joy of Learning in
Medicine-Science and Soul
in Medical Education**

8:00 am, DHMC Aud. H

SPECIAL GUEST LECTURER

Dr. David Acosta

Chief Diversity and Inclusion
Officer, AAMC

**Bridge Over Troubled Waters:
Crossing the Cultural Divide
to Talk about Race & Racism
in Academic Medicine**

12:00 pm, DHMC Aud. E&F

FRIDAY JANUARY 5TH POSTER-SESSION AND RECEPTION

5:30 pm - 7:00 pm

DARTMOUTH-HITCHCOCK MEDICAL CENTER
4th FLOOR ATRIUM (between Williamson and Rubin)

SATURDAY JANUARY 6TH SYMPOSIUM

7:00 AM - 5:00 PM

DARTMOUTH-HITCHCOCK MEDICAL CENTER
AUDITORIUM H

Faculty List

Faculty

Matt Braga, MD
*Kenneth Burchard, MD
*Nan Cochran, MD
*John Dick, MD
*Matt Duncan, MD
*Harley Friedman, MD
*Kimberly Gifford, MD
*Ann Gormley, MD
*Alison Holmes, MD
Kathy Kirkland, MD
*Timothy Lahey, MD
*Petra Lewis, MD
*Virginia Lyons, PhD
*David Mullins, PhD

Carol Lynn O'Dea, MD
*Greg Ogrinc, MD, MS
*Roshini Pinto-Powell, MD
*Hillary Ryder, MD
*Adam Weinstein, MD

Department

Pediatrics
Surgery
Community and Family Medicine
Medicine
Psychiatry
Medicine
Pediatrics
Surgery
Pediatrics
Medicine
Medicine
Radiology
Medical Education
Medical Education &
Microbiology/Immunology
Pediatrics
Medical Education
Medicine
Medicine
Pediatrics

**Member of the Geisel Academy of Master Educators (GAME)*

Special Thanks

Our special thanks to Jonathan Ross, Chair of Geisel Academy of Master Educators, Rachel Hammond, Leah Montalbano, and Cori Stebbins for all their work organizing this symposium.

Financial support for this symposium was provided by the Department of Medical Education, Geisel School of Medicine at Dartmouth.

Educators' Symposium Schedule

	Auditorium A	Auditorium B	Fuller Board Room	Auditorium C & D
7a	Registration & Breakfast Auditorium H			
15				
30				
45	Break			
8a	The Joy of Learning in Medicine – Science and Soul in Medical Education Keynote presentation by Dr. Richard Levin Introduction by Dr. Jonathan M. Ross, Chair of the Academy of Master Educators Auditorium H			
15				
30				
45				
9a	Mindfulness in Learning, Teaching, and Practicing	Current Practices in Competency-Based Medical Education: The Benefits, Challenges, & Solutions	Brain-Friendly Teaching	Posters on Display
15	Break			
30	Joy & Resilience in Medicine	Giving & Receiving Feedback	Developing Simulation-Based Learning Exercises	
45				
11a	Character in Medical Education	Writing Excellent Narrative Evaluations: Moving Beyond "Performed as Expected"	Theater in Medical Education: Explorations of the Hidden Curriculum	
15	Bridge Over Troubled Waters: Crossing the Cultural Divide to Talk about Race & Racism in Academic Medicine Presented by Special Guest Lecturer, Dr. David Acosta Auditorium E & F			
30	Break			
45	Reading Ourselves, Reading Others	When and How to Remediate Students and Residents	Facilitating Clinical Reasoning on the Wards and in the Clinic	
1p	Break			
2p	Reflection on Mindfulness, Joy, and Humanism in Med Ed Track	What are Effective Multiple Choice Questions? Effective for Whom?	Incorporating Learning Strategies into the Classroom	
3p	Break and Poster Awards – Auditorium C & D			
15				
30				
4p	There's an App for That! Medical Education Scholars Auditorium H			
55	Symposium End			

Key

	Mindfulness, Joy, and Humanism in Medical Education
	Evidence-Based Medical Education – Optimizing Teaching and Learning
	Evidence-Based Medical Education – Evaluation and Feedback
	Posters on display

Keynote Speaker



Richard I. Levin, MD, FACP, FACC, FAHA
President and CEO, Arnold P. Gold Foundation

Across his career of more than forty years, Richard I. Levin, MD has studied the heart as both the instrument of blood flow and the metaphorical source of our humanity. For the past five years, he has served as President and CEO of The Arnold P. Gold Foundation and has been dedicated to supporting health professionals in training and in practice while advocating for compassionate, collaborative, scientifically excellent care.

Prior to joining the Foundation, Levin served as Dean of the Faculty of Medicine and Vice-Principal for Health Affairs at McGill from 2006 to 2011. Dr. Levin is Emeritus Professor of Medicine at both McGill University in Montreal and at New York University where he was also Vice Dean for Education, Faculty and Academic Affairs. He also served a year as Senior Scholar in Residence at the Association for Academic Health Centers in Washington, DC.

Dr. Levin is a physician, investigator, educational innovator, scientist, inventor and essayist. He has lectured widely in the United States and abroad. His honors include the Valentine Mott Medal, the Ester Hoffman Beller Research Award and election to the Fellowship in the Canadian Academy of Health Sciences. He was the recipient of an Honorary Doctorate in Science from Wake Forest University.

Dr. Levin's professional interests include endothelial cell biology, the prevention of atherothrombotic events, the nature of empathy, the reformation of medicine for the support of compassionate, collaborative care, and the role of new information technologies in medical education and practice.

Dr. Levin earned a B.S. in Biology with Honors from Yale University and graduated from the NYU School of Medicine where he was elected to Alpha Omega Alpha. He resides in New York with his wife, Jane. They have two daughters and three grandchildren.

Special Guest Lecturer



David A. Acosta, MD
Chief Diversity and Inclusion Officer, Association of American Medical Colleges (AAMC)

As chief diversity and inclusion officer, David A. Acosta, MD, provides strategic vision and leadership for the AAMC's diversity and inclusion activities across the medical education community, and leads the association's Diversity Policy and Programs unit.

A physician of family medicine, Dr. Acosta joined the AAMC from the University of California (UC), Davis School of Medicine where he served as senior associate dean for equity, diversity, and inclusion and associate vice chancellor for diversity and inclusion and chief diversity officer for UC Davis Health System. He previously served as the inaugural chief diversity officer at the University of Washington (UW) School of Medicine, where he established a rural health fellowship program for Tacoma Family Medicine, a residency program affiliated with the UW Department of Family Medicine.

Dr. Acosta received his bachelor's degree in biology from Loyola University and earned his medical degree from the University of California, Irvine, School of Medicine. He completed his residency training at Community Hospital of Sonoma County in Santa Rosa, Calif., and a faculty development fellowship at the UW Department of Family Medicine.

Educators' Symposium Learning Objectives

At the end of this educational meeting, participants will be able to:

1. Reflect on what contributes to joy in medicine and enhance one's skills in attaining it.
2. Enhance one's skills and practice of mindfulness in medical education and practice.
3. Appreciate the value and role of the humanities in medical education.
4. Appreciate the challenges to and opportunities for building resilience and reducing stress.
5. Gain insights regarding evidence based evaluation in medical education.
6. Enhance skills in optimizing teaching and learning in a variety of settings in medical education.

By the end of specific sessions, the attendees will be able to:
(Sessions listed in chronological order)

The Joy of Learning in Medicine-Science and Soul in Medical Education

Keynote Presentation by Richard I. Levin, MD

8:00 – 9:00 a.m. in Aud. H

1. Analyze the imperative for dialoguing and teaching about race, racism, and privilege in academic medicine.
2. Identify potential faculty development topics to build and expand knowledge and skills.
3. Explore innovative resources that can provide the necessary skills for interracial dialogue.

Brain-Friendly Teaching

Petra Lewis, MD

9:00 – 9:50 a.m. in Fuller Board Room

1. Understand the concept of cognitive load.
2. Determine the factors that affect cognitive load.
3. Identify how PowerPoint or Keynote can inadvertently increase cognitive load.
4. Apply the concept of cognitive overload to revising or developing lectures.

Current Practices in Competency-Based Medical Education: The Benefits, Challenges, and Solutions

Kim Gifford, MD

9:00 – 9:50 a.m. in Aud. B

1. Explore the rationale for competency-based medical education (CBME).
2. Identify the impacts of CNBME on learners, faculty, and institutions.
3. Discuss practical strategies to tailor educational opportunities to meet identified needs of learners.

Mindfulness in Learning, Teaching, and Practicing

Nan Cochran, MD

9:00 – 9:50 a.m. in Aud. A

1. Understand the language and principles of mindfulness by exploring personal experiences.
2. Recognize the power of self-awareness, connection, and compassion with students and patients.
3. Discuss habits of curiosity and empathy to examine our emotional reactions and cognitive biases to facilitate self-correction and development of therapeutic relationships.

Giving and Receiving Feedback

Roshini Pinto-Powell, MD & Hilary Ryder, MD

10:00 – 11:00 a.m. in Aud. B

1. Understand the state of literature on feedback in medical education and the gaps.
2. Review two common methods of giving feedback.
3. Understand and role play scenarios demonstrating how feedback is given and received.

Joy and Resilience in Medicine

Matt Duncan, MD & Tim Lahey, MD

10:00 – 11:00 a.m. in Aud. A

1. Discuss mental models and behaviors that support faculty resilience in medicine and medical education.
2. Share inspiring stories that support a shared culture of resilience.

Theater in Medical Education: Explorations of the Hidden Curriculum “Sick Call”

Kenneth Burchard, MD & Kathy Kirkland, MD

11:00 a.m. – 12:00 p.m. in Fuller Board Room

1. Discuss personal reactions to the issues portrayed in theatrical performance linked to medical training and practice.
2. Assess the value of theatrical performance for instruction of trainees and practitioners in aspects of the hidden curriculum.

Developing Simulation-Based Learning Exercises

Matt Braga, MD & Carol Lynn O’Dea, MD

10:00 – 11:00 a.m. in Fuller Board Room

1. Understand the broad range of simulation educational opportunities.
2. Understand the concept of rapid cycle deliberate practice and how to apply it to simulation education.
3. Identify resources available for creating a simulation session.
4. Incorporate resources and the concept of rapid deliberate practice in developing your own simulation session.

Character in Medical Education

Bill Nelson, PhD & Greg Ogrinc, MD, MS

11:00 a.m. – 12:00 p.m. in Fuller Boardroom

1. Highlight three areas of focus in transforming medical education, including character education.
2. Identify what constitutes good character.
3. Discuss approaches to strengthen character education of students.

Writing Excellent Narrative Evaluations: Moving Beyond “Performed as Expected”

Allison Holmes, MD

11:00 a.m. – 12:00 p.m. in Aud. B

1. Review the elements of both effective and unhelpful written comments about performance.
2. Provide tools to train in applying techniques to writing about a recent learner.
3. Assess how evaluation mnemonic relates to competencies.

Bridge Over Troubled Waters: Crossing the Cultural Divide to Talk about Race and Racism in Academic Medicine

Presented by Special Guest Lecturer, David Acosta, MD

12:00 – 1:00 p.m. in Aud. E & F

1. Analyze the imperative for dialoguing about teaching about race, racism, and privilege in academic medicine.
2. Identify potential faculty development topics to build and expand knowledge and skills.
3. Explore innovative resources that can provide the necessary skills for interracial dialogue.

Reading Ourselves, Reading Others

Kathy Kirkland, MD & David Mullins, PhD

1:00 – 2:30 p.m. in Aud. A

1. Describe rationale for and approaches to the use of narrative medicine including story-telling, reading, and writing in medical education.
2. Discuss and practice using stories as conceptual scaffolding in pre-clinical education.
3. Participate in a narrative medicine exercise and reflect on its potential relevance to clinical training.

Facilitating Clinical Reasoning on the Wards and in the Clinic

John Dick, MD & Adam Weinstein, MD

1:00 – 2:30 p.m. in Fuller Board Room

1. Review strategies to guide students' critical thinking while on clinical rotations.
2. Identify common heuristics that early learners are most susceptible to.
3. Compare and contrast teaching techniques used in front of patients.
4. Apply a variety of point-of-care tools (e.g. SNAPPS, one-minute preceptor) to enhance teaching of clinical reasoning.

When and How to Remediate Students and Residents

Harley Friedman, MD

1:15 – 2:15 p.m. in Aud. B

Open discussion of the challenges in remediation across the educational spectrum. Bring your cases, hypothetical or real, and the group will help you diagnose the issue and determine possible options for improvement.

1. Review the frequency and types of performance problems demonstrated by medical students, residents, and faculty.
2. Discuss/Brainstorm solutions to help colleagues improve their performance and overcome their challenges.

Incorporating Learning Strategies into the Classroom

Virginia Lyons, PhD & Medical Education Scholars

2:30 – 3:30 p.m. in Fuller Board Room

1. Describe some common learning strategies for effective learning.
2. Explain how learning strategies can be incorporated into classroom activities.

What are Effective Multiple Choice Questions? Effective for Whom?

Ann Gormley, MD

2:30 – 3:30 p.m. in Aud. B

1. Construct psychometrically sound, single positive answer multiple choice questions for a teaching session.
2. Describe the essential components and format of a high quality multiple choice item.
3. Recognize common errors in question construction.
4. Participate in strategies that may be used to construct high quality multiple choice items.

Reflection on Mindfulness, Joy, and Humanism in Medical Education Track

Jonathan M. Ross, MD

2:30 – 3:30 p.m. in Aud. A

1. Reflect upon and discuss the day's events of the "Reflection in Mindfulness, Joy, and Humanism in Medical Education" track.

Poster Awards

3:30 – 3:55 p.m. in Aud. C & D

There's an App for That!

Medical Education Scholars

3:55 – 4:55 p.m. in Aud. H

1. Highlight medical students' resilience on online resources and application outside the medical school curriculum.
2. Compare medical students' use of online resources with more traditional resources.
3. Demonstrate some of the online applications students use to guide their medical education.
4. Evaluate these resources as potential adjuvants to medical curriculum.

Posters*

Title	Presenters
The Beyond the Books Program: Improving Medical Student Attitudes Toward the Underserved	Aaron Briggs, GSM '19
The Creation of a Respiratory Physiology iBook	Bianca Di Cocco, GSM '20
The Current Method of Reporting Medical Student Primary Care Output is Flawed	James Durham, GSM '20
The Current State of LGBTQ Acceptance in Surgical Education	Ace St. John, GSM '18
Doing Social Justice Work in Rural Northern New England	Devin Van Dyke, GSM '20
Following the Crowd: Patters of Crowdsourcing on Social Media among Urologists	Kevin Koo, Resident
Graphic Medicine: How Drawing Can Help Improve Patient Care	Michelle Scheurich, GSM '19
Learned Psychological Skills to Improve Medical Student and Resident Clinical Performance	Michael Lauria, GSM '18
A Matter of Life or Death: Incorporating Advance Care Planning into the Medical School Curriculum	Thomas Kuczmariski, GSM '19
Older and Wiser? Changes in Unprofessional Content on Urologists' Social Media from Residency to Practice	Kevin Koo, Resident
Practicing What We Preach: Teaching Compassion through Experiences in the Humanities	Lauren Kascak, GSM '20 & Celestine Warren, GSM '20
Trends in Research Regarding Education of Fellows Among Obstetric and Gynecological Subspecialties	Caledonia Buckheit GSM '18

**Poster acceptance is ongoing until the submission deadline on January 2, 2018.*



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