



SEA 2017 Workshop on Teaching

*January 27 – January 31, 2017
The Alford Inn
Winter Park, Florida*

SYLLABUS

American Society of
Anesthesiologists®

Jointly provided by the American
Society of Anesthesiologists (ASA)
and Society for Education in
Anesthesia (SEA).

Faculty

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Course Co-Director

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Course Co-Director

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Fellowship Program Director
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Professor of Anesthesiology
Oklahoma University Health Science Center
Oklahoma City, Oklahoma

Robert L. Willenkin, M.D.

Professor Emeritus
University of Pittsburgh School of Medicine
Pittsburgh, Pennsylvania

Program Information

Target Audience

This workshop is designed for anesthesiologists actively involved or anticipating a career in anesthesia education who seek to better understand education theory and its application in the context of medical education.

About This Meeting

The purpose of this annual meeting is to educate and share information that will enable anesthesia educators to provide the highest level of education and improve patient outcomes. Opportunities for Questions and Answers will be provided at the conclusion of each presentation.

Registration

Registration for the 2017 Workshop on Teaching includes breakfasts, coffee breaks, lunches, and the program syllabus. Note that all fees are quoted in U.S. currency. Nonmember registration fee includes SEA Active Membership Dues for 2017. Member registrants must have 2017 dues paid in order to receive the member discount. Registration for the meeting can be made either by using the registration form in this brochure or through the SEA's Web site at www.SEAhq.org.

Registration Deadline

The registration deadline for the meeting is January 2, 2017. Registrations received after January 2, 2017, will be processed at a higher fee.

ACCME Accreditation and Designation Statements

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Society of Anesthesiologists and the Society for Education in Anesthesia. The American Society of Anesthesiologists is accredited by the ACCME to provide continuing medical education for physicians.

The American Society of Anesthesiologists designates this live activity for a maximum of 25.5 *AMA PRA Category 1 Credits*[™]. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Disclaimer

The information provided at this CME activity is for continuing medical education purposes only and is not meant to substitute for the independent medical judgment of a healthcare provider relative to diagnostic and treatment options of a specific patient's medical condition.

Disclosure Policy

The American Society of Anesthesiologists remains strongly committed to providing the best available evidence-based clinical information to participants of this educational activity and requires an open disclosure of any potential conflict of interest identified by our faculty members. It is not the intent of the American Society of Anesthesiologists to eliminate all situations of potential conflict of interest, but rather to enable those who are working with the American Society of Anesthesiologists to recognize situations that may be subject to question by others. All disclosed conflicts of interest are reviewed by the educational activity course director/chair to ensure that such situations are properly evaluated and, if necessary, resolved. The American Society of Anesthesiologists educational standards pertaining to conflict of interest are intended to maintain the professional autonomy of the clinical experts inherent in promoting a balanced presentation of science. Through our review process, all American Society of Anesthesiologists CME activities are ensured of independent, objective, scientifically balanced presentations of information. Disclosure of any or no relationships will be made available for all

Conflict Resolution Statement

In accordance with the ACCME Standards for commercial support of CME, the American Society of Anesthesiologists and the Society for Education in Anesthesia has implemented mechanisms, prior to the planning and implementations of this CME activity, to identify and resolve conflicts of interest for all individuals in a position to control content of this CME activity.

Special Needs

The Society for Education in Anesthesia fully complies with the legal requirements of the Americans with Disabilities Act and the rules and regulations thereof. If any attendee in this educational activity is in need of accommodations, please contact the SEA at (414) 389-8614.

Cancellation Policy

Cancellations received through December 1, 2016, will receive a full refund. Cancellations received from December 1, 2016 through January 2, 2017 will receive a refund of 80 percent. Refunds will not be given after January 2, 2017. Cancellation of a meeting registration must be submitted in writing. Refunds will be determined by date written cancellation is received at the SEA office in Milwaukee, WI.

Overall Learning Objectives

At the conclusion of this activity, participants should be able to:

- Describe the impact of self-fulfilling prophecy on teacher-student interactions.
- Define the various levels of the cognitive domain of Bloom's Taxonomy.
- Define and state the importance of the affective component in learning and teaching.
- Apply Bloom's taxonomy to real education situations.
- Define the essential elements of an effective large group presentation.
- Describe learning styles and pathologies of learning and methods to address them.
- Distinguish between cognitive and affective learning problems.
- Identify resources needed for the diagnosis of learning problems and develop plans for helping the problem resident.
- Construct ideas incorporating different learning styles into educational activities.
- Distinguish between evaluation and feedback.
- Identify personal challenges in giving feedback effectively.
- Identify ways to improve the frequency and quality of feedback that they provide to their trainees.
- Demonstrate the benefits of small group teaching and affective learning in a debate format.
- Identify skills for facilitation of small group learning activities.
- Specify the benefits and advantages of the operating room as a learning environment and will create strategies to enhance their clinical teaching.

Faculty Disclosures

The American Society of Anesthesiologists remains strongly committed to providing the best available evidence-based clinical information to participants of this educational activity and requires an open disclosure of any potential conflict of interest identified by our faculty members. It is not the intent of the American Society of Anesthesiologists to eliminate all situations of potential conflict of interest, but rather to enable those who are working with the American Society of Anesthesiologists to recognize situations that may be subject to question by others. All disclosed conflicts of interest are reviewed by the educational activity course director/chair to ensure that such situations are properly evaluated and, if necessary, resolved. The American Society of Anesthesiologists educational standards pertaining to conflict of interest are intended to maintain the professional autonomy of the clinical experts inherent in promoting a balanced presentation of science. Through our review process, all American Society of Anesthesiologists CME activities are ensured of independent, objective, scientifically balanced presentations of information. Disclosure of any or no relationships will be made available for all educational activities.

All others, including editor, authors, reviewers and staff for the SEA Workshop on Teaching Faculty reported they have no relationship(s) with commercial interest(s).

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J. Michael Vollers, M.D.

Key: 1= Research Support 2= Consultant 3= Shareholder
4= Other Financial Support 5= Large Gift(s) 6= Speaker's Bureau

The Alfond Inn at Rollins College & Transportation

The Alfond Inn at Rollins College
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The Alfond Inn at Rollins College is only 15 miles from Orlando International Airport (MCO) – www.orlandoairports.net and is easily accessible by car or rail.

A one-way taxi ride will cost approximately \$40-\$48.

For those renting a car or driving overnight valet parking is available.

Schedule At A Glance

Saturday, January 28

The Foundations of Teaching and Learning

| | | |
|-------------------------|---|-----------|
| 7:30 – 8:00 a.m. | Breakfast and Registration | Boardroom |
| 8:00 – 9:15 a.m. | Introduction and Curriculum Review/ Kolb Learning Styles Inventory | Boardroom |
| 9:15 – 10:15 a.m. | Self-Fulfilling Prophecies | Boardroom |
| 10:15 – 10:30 a.m. | Coffee Break | Boardroom |
| 10:30 a.m. – 12:00 p.m. | Bloom's Taxonomy: The Cognitive Component and Exercise | Boardroom |
| 12:00 – 12:45 p.m. | Lunch | Boardroom |
| 12:45 – 2:00 p.m. | Bloom's Taxonomy: Affective Component and Exercise | Boardroom |
| 2:00 – 3:00 p.m. | Lecturing For Learning | Boardroom |
| 3:00 – 3:15 p.m. | End of Day Summary and Introduction to "Bringing It Home" | Boardroom |
| 6:00 p.m. | Dine Around with Faculty | |

Sunday, January 29

The Learner and the Environment

| | | |
|-------------------------|---|-----------|
| 7:30 – 8:00 a.m. | Breakfast | Boardroom |
| 8:00 – 8:15 a.m. | Curriculum Review for Day 2 | Boardroom |
| 8:15 – 9:45 a.m. | The Learners' Approach to Learning and Pathologies of Learning | Boardroom |
| 9:45 – 10:00 a.m. | Coffee Break | Boardroom |
| 10:00 – 10:30 a.m. | Teaching Styles and Principles | Boardroom |
| 10:30 – 11:45 a.m. | Motivating Learning and Exercise | Boardroom |
| 11:45 a.m. – 12:30 p.m. | Lunch | Boardroom |
| 12:30 – 1:00 p.m. | Helping Residents with Learning Problems | Boardroom |
| 1:00 – 2:30 p.m. | Helping Residents with Cognitive and Affective Problems | Boardroom |
| 2:30 – 3:30 p.m. | "Can We Believe Our Eyes?": Debrief and End of Day Summary | Boardroom |

Monday, January 30

The Teacher and the Environment

| | | |
|-------------------------|--|----------------------------|
| 7:30 – 8:00 a.m. | Breakfast | Boardroom |
| 8:00 – 10:00 a.m. | Practicing Lecturing Skills: Meeting Your Audience's Needs (Student Talks) | Boardroom Park Avenue** |
| 10:00 – 10:15 a.m. | Coffee Break | Boardroom |
| 10:15 – 11:00 a.m. | Teaching in Small Groups Exercise (Debate) | Boardroom Park Avenue** |
| 11:00 – 11:30 a.m. | Affective Teaching in Small Groups | Boardroom |
| 11:30 a.m. – 12:15 p.m. | Lunch | Boardroom |
| 12:15 – 1:45 p.m. | Problem Based Learning (PBL) and Facilitation Skills Exercise | Boardroom Park Avenue** |
| 1:45 – 3:30 pm | Building Bridges: The Psychomotor Domain | Boardroom Park Avenue** |

Park Avenue** = Breakouts take place in Park Avenue Rooms 1, 2, 4 & 5.

Tuesday, January 31

Teaching and Learning in Practice

| | | |
|-------------------------|---|----------------------------|
| 7:30 – 8:00 a.m. | Breakfast | Boardroom |
| 8:00 – 8:30 a.m. | Evaluation and Feedback | Boardroom |
| 8:30 – 9:30 a.m. | Breakout: Practicing Feedback Skills | Boardroom Park Avenue** |
| 9:30 – 10:00 a.m. | Coffee Break | Boardroom |
| 10:00 – 10:30 a.m. | Teaching in the OR: Deliberate Practice | Boardroom |
| 10:30 a.m. – 12:00 p.m. | Exercise: Teaching in the OR | Boardroom Park Avenue** |
| 12:00 – 1:30 p.m. | Working Lunch: Bringing It Home (Building Your Lesson Plan for Wednesday) | Boardroom |
| 1:30 – 3:00 p.m. | Wrap Up & Faculty Available for Q&A | Boardroom |

Park Avenue** = Breakouts take place in Park Avenue Rooms 1, 2, 4 & 5.

Detailed Schedule & Handout/Article Summary

Saturday, January 28

The Foundations of Teaching and Learning

| Time | Event | Location |
|------------------|--|-----------|
| 7:30 - 8:00 a.m. | Breakfast and Registration | Boardroom |
| 8:00 – 9:15 a.m. | Introduction and Curriculum Review / Kolb Learning Styles Inventory Instructor: Stephen J. Kimatian, M.D., F.A.A.P. | Boardroom |

Session 1

| Handout or Article Title <i>*Articles with asterisk are required advanced reading.</i> | Author |
|--|--------------------------|
| Characteristics of Good Anesthesia Teachers (Handout) | Cleave-Hogg/ Benedict |
| The Education of an Educator | Hensel |
| What Clinical Teachers in Medicine Need to Know | Irby |
| *Unskilled and Unaware of It: How Difficulties in Recognizing One's Own Incompetence Lead to Inflated Self-Assessments | Kruger/Dunning |
| *The Development of Medical Teachers: An Inquiry into the Learning Histories of 10 Experienced Medical Teacher | MacDougall/ Drummond |
| The Characteristics of Excellent Clinical Teachers | Shysh/Eagle |
| Advancing Educators and Education by Defining the Components and Evidence Associated with Educational Scholarship | Simpson |
| Characteristics of Good Anesthesia Teachers | Willenkin |
| Medical & General Education Books, Journals, Web Sites (Handout) | Willenkin |

| | | |
|---|---|-----------|
| 9:15 – 10:15 a.m. | Self-Fulfilling Prophecies Instructor: J. Michael Vollers, M.D. | Boardroom |
| Attendees will be introduced to the concept of self-fulfilling prophecies and their impact in graduate medical education. | | |

Session 2

| Handout or Article Title <i>*Articles with asterisk are required advanced reading.</i> | Author |
|---|-------------------------|
| The Struggling Resident: Avoiding Pygmalian and Learned Helplessness by Using Nontechnical Performance Assessment Systems | Abouleish |
| Self-Fulfilling Prophecies (Handout) | Jussim |
| *Self-Fulfilling Prophecies: A Theoretical and Integrative Approach | Jussim |
| Teacher Expectations and Underachieving Gifted Children | Jussim/Kolb |
| Do Self-Fulfilling Prophecies Accumulate, Dissipate, or Remain Stable Over Time? | Jussim/Smith/ Eccles |
| Expecting the best for students: Teacher expectations and academic outcomes | Rubie-Davies |


| | | |
|--------------------|--------------|-----------|
| 10:15 – 10:30 a.m. | Coffee Break | Boardroom |
|--------------------|--------------|-----------|

Saturday continued on next page

Detailed Schedule & Handout/Article Summary

Saturday, January 28 continued

The Foundations of Teaching and Learning

| Time | Event | Location |
|-------------------------|--|------------------|
| 10:30 a.m. – 12:00 p.m. | Bloom's Taxonomy: The Cognitive Component and Exercise Instructor: <i>Melissa L. Davidson, M.D.</i> | Boardroom |
| | Attendees will be introduced to the concepts of taxonomy of educational objectives in the cognitive domain and will apply those concepts to anesthesia education through breakout group exercise. | |
| |  Session 3 | |
| | Handout or Article Title <i>*Articles with asterisk are required advanced reading.</i> | Author |
| | Affective Domain: Categories and Verbs (Handout) | <i>Cohen</i> |
| | Learning Taxonomy – Krathwohl's Affective Domain (Handout) | <i>Cohen</i> |
| | *Taxonomy of Educational Objectives: Affective Domain | <i>Davidson</i> |
| | *Taxonomy of Educational Objectives: Cognitive Domain | <i>Davidson</i> |
| | *How to Write and Use Instructional Objectives | <i>Gronlund</i> |
| | "Scripts" for Teaching by Educational Objectives (Handout) | <i>Willenkin</i> |
| 12:00 – 12:45 p.m. | Lunch | Boardroom |
| 12:45 – 2:00 p.m. | Bloom's Taxonomy: Affective Component and Exercise Instructor: <i>Ira Todd Cohen, M.D., M.Ed.</i> | Boardroom |
| | Attendees will be introduced to the concepts of taxonomy of educational objectives in the affective domain and the adult learner, and the interrelation between the two. | |
| 2:00 – 3:00 p.m. | Lecturing for Learning Instructor: <i>Sandra E. Curry, M.D.</i> | Boardroom |
| | Attendees will gain didactic knowledge of the many aspects of effective lecturing skills, through demonstration. | |
| 3:00 – 3:15 p.m. | End of Day Summary and Introduction to "Bringing It Home" Instructor: <i>Sandra E. Curry, M.D.</i> | Boardroom |
| | Attendees will integrate learning from the day's sessions, with analysis and application to anesthesia education. "Bringing it Home" will be introduced so that attendees will be prepared for and begin building foundations for the final exercise of the workshop | |
| 6:00 p.m. | Dine Around with Faculty | Boardroom |

Detailed Schedule & Handout/Article Summary

Sunday, January 29

The Learner and the Environment

| Time | Event | Location |
|------------------|---|-----------|
| 7:30 – 8:00 a.m. | Breakfast and Registration | Boardroom |
| 8:00 – 8:15 a.m. | Curriculum Review for Day 2 Instructor: Stephen J. Kimatian, M.D., F.A.A.P. | Boardroom |
| 8:15 – 9:45 a.m. | The Learners' Approach to Learning and Pathologies of Learning Instructor: Robert L. Willenkin, M.D. | Boardroom |

Attendees will actively participate in an evidence-based interactive discussion of how residents and medical students approach their learning (superficial, deep and strategic) and how the pathologies of learning states affect the educational outcomes.

| moodle Session 4 | |
|---|---------------------------------------|
| Handout or Article Title | Author |
| <i>* Articles with asterisk are required advanced reading.</i> | |
| A Discrepancy in Objective and Subjective Measures of Knowledge: Do Some Medical Students with Learning Problems Delude Themselves? | Anthony |
| Women's Way of Knowing: The Development of Self, Voice & Mind (Handout) | Belenky/Clinchy/ Goldberger/Tarule |
| Goldberger/Tarule | Mitchell/Liu |
| *A Study of Resident Learning Behavior | Mitchell/Liu |
| A Study of Resident Learning Behavior (Handout) | Mitchell/Liu |
| *Learning Styles and Approaches: Implications for Medical Education | Newble/Entwistle |
| Learning Styles & Approaches: Implications for Medical Education (Handout) | Newble/Entwistle |
| Forms of Intellectual and Ethical Development in the College Years: A Scheme (Handout) | Perry |
| William Perry's Scheme of Intellectual and Ethical Development | www.jum.edu/ geology |

| | | |
|--------------------|---|-----------|
| 9:45 – 10:00 a.m. | Coffee Break | Boardroom |
| 10:00 – 10:30 a.m. | Teaching Styles and Principles Instructor: Sandra E. Curry, M.D. | Boardroom |

Attendees will participate in a discussion of the classic four teaching styles and their application to the adult learner.

| moodle Session 5 | |
|---|---------------|
| Handout or Article Title | Author |
| <i>* Articles with asterisk are required advanced reading.</i> | |
| Self Determination Theory (Handout) | Davidson |
| *Reconsidering "Good Teaching" Across the Continuum of Medical Education | Pratt, et al. |
| *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being | Ryan/Deci |
| The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes (Handout) | Ryan/Deci |
| Orienting Teaching Toward the Learning Process | ten Cate |
| *Epistemologies Inherent in Various Clinical Teaching Styles | Tibbles |
| Teaching Styles (Handout) | Willenkin |


Sunday continued on next page

Detailed Schedule & Handout/Article Summary

Sunday, January 29 continued

The Learner and the Environment

| Time | Event | Location |
|-------------------------|--|------------------|
| 10:30 – 11:45 a.m. | Motivating Learning and Exercise Instructor: <i>Melissa L. Davidson, M.D.</i> | Boardroom |
| | Attendees will be presented with principles of Self Determination Theory, followed by active participation in small group exercise to integrate SDT, student motivation, and teaching styles principles. | |
| 11:45 a.m. – 12:30 p.m. | Lunch | Boardroom |
| 12:30 – 1:00 p.m. | Helping Residents with Learning Problems Instructor: <i>Ira Todd Cohen, M.D., M.Ed.</i> | Boardroom |
| | Attendees will be presented with didactic information regarding residents with diagnosed and undiagnosed learning problems. | |

|  Session 6 | |
|---|---------------------------------|
| Handout or Article Title | Author |
| <i>*Articles with asterisk are required advanced reading.</i> | |
| Educational Strategies to Promote Clinical Diagnostic Reasoning | <i>Bowen</i> |
| Trainee Doctors with Learning Difficulties: Recognizing Need and Providing Support | <i>Shrewsbury</i> |
| *The "problem" junior: whose problem is it? | <i>Steinert</i> |
| *The Problem Learner | <i>Vaughn/Baker/ DeWitt</i> |
| SQ3R: A Guide to Study (Handout) | <i>Vollers</i> |
| Understanding Social Influence in Medical Education | <i>Wilkes/Raven</i> |
| Helping Resident with Learning Problems (Handout) | <i>Willenkin</i> |
| Teaching for Affective Learning (Handout) | <i>Willenkin</i> |
| Teaching to Change "Attitudes" (Handout) | <i>Willenkin</i> |

| | | |
|------------------|---|------------------|
| 1:00 – 2:30 p.m. | Helping Residents with Cognitive and Affective Problems Instructor: <i>Melissa L. Davidson, M.D. & Stephen J. Kimatian, M.D., F.A.A.P.</i> | Boardroom |
| | Attendees will be presented with didactic information regarding residents with cognitive and affective problems; then will be presented with a variety of difficult resident scenarios, and through problem solving will use skills developed in the workshop to diagnose problems and develop remediation plans. | |
| 2:30 – 3:30 p.m. | "Can We Believe Our Eyes?": Debrief and End of Day Summary Instructor: <i>J. Thomas McLarney, M.D.</i> | Boardroom |
| | Attendees will be presented with a well-known video covering problems facing educators, followed by discussion of the relationship between information presented and graduate medical education, with integration of learning from the workshop to date. | |

Detailed Schedule & Handout/Article Summary

Monday, January 30

The Teacher and the Environment

| Time | Event | Location |
|-------------------|---|------------------------------------|
| 7:30 – 8:00 a.m. | Breakfast | Boardroom |
| 8:00 – 10:00 a.m. | Practicing Lecturing Skills: Meeting Your Audience's Needs (Student Talks) Instructor: All Faculty | Boardroom & Park Avenue 1, 2, 4, 5 |

Attendees will use the skills taught throughout the workshop to prepare and deliver a three-minute lecture, with self-evaluation and faculty feedback provided.

| | | |
|--------------------|--|------------------------------------|
| 10:00 – 10:15 a.m. | Coffee Break | Boardroom |
| 10:15 – 11:00 a.m. | Teaching in Small Groups Exercise (Debate) Instructor: J. Thomas McLarney, M.D. & All Faculty | Boardroom & Park Avenue 1, 2, 4, 5 |

Through demonstration and group involvement, attendees will use the debate format to learn the principles of small group teaching.

Session 7

| Handout or Article Title | Author |
|--|----------------|
| <i>*Articles with asterisk are required advanced reading.</i> | |
| Handout on Small Group Learning Types and Techniques (Handout) | Loyd |
| *Using Debate for Affective Learning (Society for Education in Anesthesia 1997 Fall Meeting) | Olympio |
| *The Affective Domain: Undiscovered Country | Pierre/Oughton |

| | | |
|-------------------------|---|------------------------------------|
| 11:00 – 11:30 a.m. | Affective Teaching in Small Groups Instructor: J. Thomas McLarney, M.D. | Boardroom |
| 11:30 a.m. – 12:15 p.m. | Lunch | Boardroom |
| 12:15 – 1:45 p.m. | Problem-Based Learning (PBL) and Facilitation Skills Exercise Instructor: J. Michael Vollers, M.D. & All Faculty | Boardroom & Park Avenue 1, 2, 4, 5 |

Attendees will gain knowledge of the principles of Problem Based Learning (PBL) and Problem Based Learning Discussions (PBLD), then through group role-play will develop facilitating skills.

Session 8

| Handout or Article Title | Author |
|--|---------|
| <i>*Articles with asterisk are required advanced reading.</i> | |
| *Authentic Problem-Based Learning (Teaching & Learning in Medical & Surgical Education. Lessons Learned for the 21st Century. Eds: Distlehorst LH, Dunnington GL, Folse JR. Lawrence Erlbaum 2000, Chap. 23) | Barrows |
| *A Practical Guide to Implementing Problem-Based Learning in Anesthesia | Liu/Liu |

Monday continued on next page

Detailed Schedule & Handout/Article Summary

Monday, January 30 continued

The Teacher and the Environment

| Time | Event | Location |
|----------------|---|---|
| 1:45 – 3:30 pm | Building Bridges: The Psychomotor Domain Instructor: <i>Stephen J. Kimatian, M.D., F.A.A.P.</i> | Boardroom & Park Avenue 1, 2, 4, 5 |

Through participation in a group exercise, participants will identify elements of successful learning and aspects of the Psychomotor domain.

 Session 9

| Handout or Article Title | Author |
|--|---------------------------|
| <i>*Articles with asterisk are required advanced reading.</i> | |
| Ultrasound-Guided Regional Anesthesia: How Much Practice Do Novices Require Before Achieving Competency in Ultrasound Needle Visualization Using a Cadaver Model | <i>Barrington, et al.</i> |
| <i>*Conditions of Learning (Robert Gagne)</i> | <i>Kimatian</i> |
| <i>*The Psychomotor Domain</i> | <i>Kimatian</i> |
| Learning Curves for Bag-and-mask Ventilation and Orotracheal Intubation: An Application of the Cumulative Sum Method | <i>Komatsu, et al.</i> |

Detailed Schedule & Handout/Article Summary

Tuesday, January 31

Teaching and Learning in Practice

| Time | Event | Location |
|------------------|--|-----------|
| 7:30 – 8:00 a.m. | Breakfast | Boardroom |
| 8:00 – 8:30 a.m. | Evaluation and Feedback Instructor: <i>Robert L. Willenkin, M.D.</i> | Boardroom |

Attendees will be presented with didactic information regarding the components of feedback and evaluation, including review of the assigned reading material; then through role-play will practice giving and receiving feedback (see following session).

Session 10

| Handout or Article Title <i>*Articles with asterisk are required advanced reading.</i> | Author |
|---|------------------------------|
| Feedback and Reflection: Teaching Methods for Clinical Settings | <i>Branch/Paranjape</i> |
| Teaching Compassion and Respect: Attending Physicians' Responses to Problematic Behaviors | <i>Burack, Irbay, et al.</i> |
| *Feedback in Clinical Medical Education | <i>Ende</i> |
| Feedback Checklist (Handout) | <i>Olympio</i> |
| Use of Effective Feedback to Facilitate Adult Learning | <i>Sachdeva</i> |
| Rules of Feedback (Handout) | <i>Willenkin</i> |

| | | |
|--------------------|---|---|
| 8:30 – 9:30 a.m. | Breakout: Practicing Feedback Skills Instructor: <i>Robert L. Willenkin, M.D. & All Faculty</i> | Boardroom & Park Avenue 1, 2, 4, 5 |
| 9:30 – 10:00 a.m. | Coffee Break | Boardroom |
| 10:00 – 10:30 a.m. | Teaching in the OR: Deliberate Practice Instructor: <i>Ira Todd Cohen, M.D.</i> | Boardroom |

Attendees will develop an appreciation of the skills required to balance the acute demands of providing patient care while optimizing clinical exposure and learning for the student. Session will review tools that facilitate establishing and achieving clinical learning objectives appropriate for the learner and the clinical environment, followed by exercise and role play (see following session). Emphasis will be placed on concepts of deliberate practice, from standpoints of both learner and teacher.

Session 11


| Handout or Article Title <i>*Articles with asterisk are required advanced reading.</i> | Author |
|--|------------------------------------|
| *Expertise in Medicine: Using the Expert Performance Approach to Improve Simulation Training | <i>Causer/Barach/Williams</i> |
| *The Role of Deliberate Practice in the Acquisition of Expert Performance | <i>Ericsson/Krampe/Tesch-Romer</i> |
| Watching Anaesthetists Work: Using the Professional Judgment of Consultants to Assess the Developing Clinical Competence of Trainees | <i>Greaves/Grant</i> |
| Tutor Question Guide (Handout) | <i>McLeskey</i> |
| The One-minute Preceptor: Shaping the Teaching Conversation | <i>Neher</i> |
| Passing on Tacit Knowledge in Anesthesia: A Qualitative Study | <i>Pope, et al.</i> |
| Problem Solving Operations (Handout) | <i>Willenkin</i> |

Tuesday continued on next page

Detailed Schedule & Handout/Article Summary

Tuesday, January 31 continued

Teaching and Learning in Practice

|  Session 11 continued | | |
|--|--|------------------|
| Handout or Article Title <i>*Articles with asterisk are required advanced reading.</i> | | Author |
| Teaching in the Operating Room (Handout) | | <i>Willenkin</i> |
| Teaching Problem Solving and Clinical Judgment in the Operating Room: A Concept and Some Practical Suggestions | | <i>Willenkin</i> |
| Teaching to Maximize Learning (Handout) | | <i>Willenkin</i> |

| Time | Event | Location |
|--------------------------------|---|---|
| 10:30 a.m. – 12:00 p.m. | Exercise: Teaching in the OR Instructor: <i>Ira Todd Cohen, M.D., Stephen J. Kimatian, M.D., F.A.A.P. & All Faculty</i> | Boardroom & Park Avenue 1, 2, 4, 5 |
| 12:00 – 1:30 p.m. | Working Lunch: Bringing It Home (Building Your Lesson Plan for Wednesday) Instructor: <i>Sandra E. Curry, M.D.</i> | Boardroom |
| | Attendees will be challenged to apply theory and techniques reviewed to date to the clinical teaching environment. This section represents the culmination and operationalization of the course material. | |
| 1:30 – 3:00 p.m. | Wrap Up and Faculty Available for Q&A Instructor: <i>All Faculty</i> | Boardroom |
| | Final session of the course gives attendees the opportunity to critically review the course using the theory and techniques taught during the sessions. The retrospective approach allow for an in-depth discussion of how the course was developed to ensure synergy between modules and maximize time utilization. Attendees will discuss and appreciate the finer nuances of course presentation and management with an eye to developing faculty development sessions of their own. | |

Directions for Claiming CME Credit

Please follow these directions to access the course, claim your CME credits, complete the program evaluation(s) and print your CME certificate(s):

1. Log in to the ASA Education Center at: <http://education.asahq.org/>

If you have accessed the ASA Education Center for a previous meeting, please use your existing ASA username and password.

If you have not previously accessed the ASA Education Center, you will soon receive an e-mail from the ASA Education Center with log-in instructions.

2. Once you have logged on to the ASA Education Center homepage, click the tab that says "MY LEARNING" and select "MY ENROLLMENTS" to view the link to the SEA 2017 Workshop on Teaching.
3. Select the link to access the course evaluation and claim credit.
4. To retrieve a username or password, enter your email address at: <http://education.asahq.org/user/password>

Note: Physicians should claim only credit commensurate with the extent of their participation.

If you have any questions, please contact the ASA Education Center at educationcenter@asahq.org.