American Society of Anesthesiologists

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

SEA Society for Education in Anesthesia

REGISTRATION BROCHURE

SEA 2014 Workshop on Teaching

MARCH 8-11, 2014 • THE ALFOND INN – WINTER PARK, FLORIDA

Faculty

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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 2014 Workshop on Teaching includes continental 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 2014. Member registrants must have 2014 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 31, 2014. Registrations received after January 31, 2014, will be processed at a higher fee.

CME Accreditation
This activity has been planned and implemented in accordance with the Essential Areas and Policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of the 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 29 *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
The American Society of Anesthesiologists and the Society for Education in Anesthesia adheres to ACCME Essential Areas, Standards, and Policies regarding industry support of continuing medical education. Disclosure of the planning committee and faculty's commercial relationships will be made known at the activity. Faculty are required to openly disclose any limitations of data and/or any discussion of any off-label, experimental, or investigational uses of drugs or devices.

Resolutions of Conflicts of Interests
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, SEA at (414) 389-8614.

Cancellation Policy
Cancellations received through January 31, 2014, will receive a full refund. Cancellations received from January 31, 2014 through February 10, 2014, will receive a refund of 80 percent. Refunds will not be given after February 10, 2014. 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, Wisconsin.

Overall Program Objectives

After participating in this educational activity, attendees 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.

The Alfond Inn at Rollins College

The Alfond Inn at Rollins College
300 East New England Avenue
Winter Park, FL 32789
Phone: (407) 998-8090
Fax: (407) 998-8091
www.TheAlfondInn.com

The room rate for the SEA Workshop on Teaching is $169 per night for single/double occupancy, plus applicable taxes. The rate will apply from March 7 – 11, 2014, based on availability.

Individual reservations must be made on online at www.thealfondinn.com and guaranteed by a credit card. Guests will be required to provide a Group Code when securing their reservation that will be provided upon confirmation of your registration to the SEA Workshop on Teaching. A first night room and tax deposit will be charged to credit card provided at time of reservation and will be credited to final bill upon check out. Cancellation of individual reservations must be made at least 72 hours prior to the arrival date to avoid the cancellation fee of first night room and tax. Individual no-shows, cancellation and/or early departures will be charged to the credit card on file.

Guests and visitors of The Alfond Inn at Rollins College in Winter Park, Florida near Orlando will enjoy the boutique atmosphere with amenities to rival even the most luxurious hotels. With on-location dining, The Alfond Inn is an inviting space where new relationships can be forged and friendships can be maintained over food and drink. With a lush courtyard, elevated pool & fitness center, The Alfond Inn is poised to satisfy the casual traveler seeking quiet relaxation, and business clientele alike. Net profits from the hotel's operations go to an endowment dedicated to student scholarships.

Transportation

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 at $18.00 per car, per night. Valet parking for day use guests is $10.00 per day.

Program Overview

Introduction: You Have the Power
Attendees will be introduced to the concept of self-fulfilling prophecies and their impact in graduate medical education.

Learning Styles Inventory - Kolb
Attendees will discuss the application of learning styles inventories in GME, and the use of learning theory in establishing a "common language" for discussing education at the department level.

Bloom's Taxonomy: Cognitive Component and Exercise
Attendees will be introduced to the taxonomy of educational objectives in the cognitive domain with application through small group exercises.

Bloom's Taxonomy: Affective Component and Exercise
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.

"Can We Believe Our Eyes"
Attendees will be presented with a well-known video covering problems facing educators, followed by discussion of the relationship between the information presented and graduate medical education.

End of Day Summary (Day 1)
Attendees will integrate learning from the day's sessions, with learning from previous sessions, with analysis and application to anesthesia education.

The Learners' Approach to Learning and Pathologies of Learning
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.

"Talk'n 'bout My Generation" – Teaching Across the Generation Gap and Electronic Media
Attendees will actively participate in an interactive discussion of how residents and medical students use different media outlets for information gathering and education and the implications for patient care and educaion.

Helping Residents with Learning Problems and Helping Residents with Affective Problems
Attendees will be presented with didactic information regarding residents with learning and affective problems; then will be presented with a variety of difficult resident scenarios, and through problem solving will use skills developed through the workshop to diagnose the problems and develop remediation plans.

Lecturing for Learning
Attendees will gain didactic knowledge of the many aspects of effective lecturing skills, through demonstration.

End of Day Summary (Day 2)
Attendees will integrate learning from the day's sessions, with learning from previous sessions, with analysis and application to anesthesia education.

Practicing Lecture Skills *(Student Talks)*
Attendees will use the skills taught throughout the workshop to prepare and deliver a three-minute lecture, with self-evaluation and faculty feed-back provided.

Teaching Styles and Principles
Attendees will be introduced to the components of the classic four teaching styles, with specific application to their relation to the adult learner through small group exercise.

Exercise: When To Use a Style To Accomplish a Goal
Attendees will use the knowledge gained from the workshop thus far to develop teaching plans for a variety of resident educational sessions.

Small Group Teaching
Through demonstration and group involvement, attendees will use the debate format to learn the principles of small group teaching, with particular emphasis on the affective domain.

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

End of Day Summary (Day 3)
Attendees will integrate learning from the day's sessions, with learning from previous sessions, with analysis and application to anesthesia education.

Problem-Based Learning
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.

Evaluation and Feedback
Attendees will be presented with didactic information regarding the compon-ents of feedback and evaluation, including review of the assigned reading material; then through role play will practice giving and receiving feedback.

Teaching in the Operating Room
Attending will develop an appreciation of the skills required to balance the acute demands of providing patient care while optimizing clinical exposure and leaning for the student. Session will review tools that facilitate establishing and achieving clinical leaning objectives appropriate for the learner and the clinical environment.

Bringing It Home
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.

Wrap Up
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.

Program Schedule

Saturday, March 8
The Foundations of Teaching and Learning

7:30 - 8:00 a.m.	Breakfast and Registration
8:00 - 9:00 a.m.	Course Guideline and Review
9:00 - 10:00 a.m.	You Have the Power ***(Jussim) Part 2***
10:00 - 10:15 a.m.	Coffee Break
10:15 a.m. - 12:15 p.m.	Bloom's Taxonomy: The Cognitive Component
12:15 - 1:00 p.m.	Lunch
1:00 - 2:30 p.m.	Bloom's Taxonomy: Affective Component
2:30 - 4:00 p.m.	"Can We Believe Our Eyes?"
4:00 - 4:30 p.m.	End of Day Summary
6:00 p.m.	Dine Around with Faculty

Sunday, March 9
The Learner and the Environment

7:30 - 8:00 a.m.	Breakfast
8:00 - 8:15 a.m.	Curriculum Review for Day 2/Housekeeping
8:15 - 10:15 a.m.	The Learners' Approach to Learning and Pathologies of Learning
10:15 - 10:30 a.m.	Coffee Break
10:30 - 11:30 a.m.	"Talk'n 'bout My Generation" *(Generational Differences and Electronic Media)*
11:30 a.m. - 12:15 p.m.	Lunch
12:15 - 2:15 p.m.	Helping Residents with Learning Problems and Helping Residents with Affective Problems
2:15 - 3:15 p.m.	Lecture for Learning
3:15 - 3:45 p.m.	End of Day Summary

Monday, March 10
The Teacher and the Environment

7:00 - 7:30 a.m.	Breakfast
7:30 - 10:00 a.m.	Practicing Lecture Skills *(Student Talks)*
10:00 - 10:15 a.m.	Coffee Break
10:15 - 11:00 a.m.	Teaching Styles and Principles
11:00 - 12:00 p.m.	Exercise: When To Use a Style To Accomplish a Goal
12:00 - 12:45 p.m.	Lunch
12:45 - 2:00 p.m.	Small Group Teaching
2:00 - 3:30 pm	Building Bridges- Physcomotor Domain
3:30 - 4:00 p.m.	End of Day Summary

Tuesday, March 11
The Learner and Environment

7:30 - 8:00 a.m.	Breakfast
8:00 - 10:00a.m.	Concurrent Breakout Sessions, Part 1 ***Problem-Based Learning*** *(All faculty)* ***Evaluation and Feedback*** *(All faculty)*
10:00 - 10:30 a.m.	Coffee Break
10:30 a.m. - 12:30 p.m.	Concurrent Breakout Sessions, Part 2 ***Problem-Based Learning*** *(All faculty)* ***Evaluation and Feedback*** *(All faculty)*
12:30 - 1:15 p.m.	Lunch
1:15 - 2:15 p.m.	Teaching in the OR *(Exercise/Role Play)*
2:15 - 3:00 p.m	Bringing It Home *(Building Your Lesson Plan for Wednesday)*
3:00 - 3:30 p.m.	Wrap Up

Registration Form

SEA 2014 Workshop on Teaching

March 8-11, 2014 • The Alfond Inn at Rollins College • Winter Park, Florida

Registration Form (To secure a seat in this workshop, payment must accompany registration)

Name: _____

Position/Title: _____ Number of Years in Academic Anesthesia: _____

Institution: _____

Address: _____

City: _____ State: _____ ZIP code: _____

Daytime Phone: _____ Fax: _____

E-mail: _____

Registration Fees

(includes course materials, breakfast, lunch and breaks)
Registration is limited to 40 participants.

	Early Bird Before Feb. 14	*After Feb. 14*
SEA Members	❑ $1,195	❑ $1,245
Non Members (includes 2014 SEA membership dues)	❑ $1,370	❑ $1,420

Special Needs Statement

- ❑ I will require special assistance. *(Someone from SEA will contact you.)*
- ❑ Please check here for vegetarian meals
- ❑ Please check here for kosher meals

Payment Information

- ❑ Check *(payable to SEA)*
- ❑ VISA
- ❑ American Express
- ❑ MasterCard
- ❑ Discover

Cardholder's Name: _____

Card Number: _____

Exp. Date: _____

Signature: _____

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Mail or fax completed form and payment to:
Society for Education in Anesthesia
6737 West Washington Street, Suite 1300 • Milwaukee, WI 53214
Phone: (414) 389-8614 • Fax: (414) 276-7704 • meetings@seahq.org

Or register online at www.SEAhq.org