

## SYLLABUS

# *SEA 2015 Workshop on Teaching*

JANUARY 31 – FEBRUARY 3, 2015 • THE ALFOND INN – WINTER PARK, FLORIDA



# Faculty

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**Course Co-Director**

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Pittsburgh, Pennsylvania

**J. Michael Vollers, M.D.**

Professor of Anesthesiology  
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Little Rock, Arkansas

# 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 2015 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 2015. Member registrants must have 2015 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](http://www.SEAhq.org).

## Registration Deadline

The registration deadline for the meeting is December 29, 2014. Registrations received after December 29, 2014, 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 educational activities.

## 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, 2014, will receive a full refund. Cancellations received from December 1, 2014 through January 2, 2015 will receive a refund of 80 percent. Refunds will not be given after January 2, 2015. 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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**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

300 East New England Avenue  
Winter Park, FL 32789

Phone: (407) 998-8090

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[www.TheAlfondInn.com](http://www.TheAlfondInn.com)

The Alfond Inn at Rollins College is only 15 miles from Orlando International Airport (MCO) – [www.orlandoairports.net](http://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.

# Schedule At A Glance

## Saturday, January 31

### The Foundations of Teaching and Learning

|                         |   |           |
|-------------------------|---|-----------|
| 7:30 – 8:00 a.m.        | Breakfast and Registration                              | Boardroom |
| 8:00 – 9:00 a.m.        | Introduction and Curriculum Review                      | Boardroom |
| 9:00 – 10:00 a.m.       | You Have the Power (Jussim) Part 2                      | Boardroom |
| 10:00 – 10:15 a.m.      | Coffee Break  | Boardroom |
| 10:15 a.m. – 12:00 p.m. | Bloom's Taxonomy: The Cognitive Domain                  | Boardroom |
| 12:00 – 12:45 p.m.      | Lunch   | Boardroom |
| 12:45 – 2:00 p.m.       | Bloom's Taxonomy: Affective Domain                      | Boardroom |
| 2:00 – 3:00 p.m.        | Lecturing For Learning                                  | Boardroom |
| 3:00 – 3:30 p.m.        | End of Day Summary and Introduction to Bringing It Home | Boardroom |
| 6:00 p.m.               | Dine Around with Faculty                                |           |

## Sunday, February 1

### The Learner and the Environment

|                         |  |           |
|-------------------------|--|-----------|
| 7:30 – 8:00 a.m.        | Breakfast  | Boardroom |
| 8:00 – 8:15 a.m.        | Curriculum Review for Day 2/Housekeeping                       | 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 a New Generation of Learners                          | Boardroom |
| 10:30 – 11:30 a.m.      | Motivating Learning  | Boardroom |
| 11:30 a.m. – 12:15 p.m. | Lunch  | Boardroom |
| 12:15 – 12:45 p.m.      | Helping Residents with Learning Problems                       | Boardroom |
| 12:45 – 2:15 p.m.       | Helping Residents with Cognitive and Affective Problems        | Boardroom |
| 2:15 – 3:15 p.m.        | "Can We Believe Our Eyes?": Debrief and End of Day Summary     | Boardroom |

## Monday, February 2

### The Teacher and the Environment

|                         |  |                                |
|-------------------------|--|--------------------------------|
| 7:30 – 8:00 a.m.        | Breakfast  | Park Avenue 3                  |
| 8:00 – 10:00 a.m.       | Practicing Lecturing Skills: Meeting Your Audience's Needs | Park Avenue 3<br>Park Avenue** |
| 10:00 – 10:15 a.m.      | Coffee Break   | Park Avenue 3                  |
| 10:15 – 10:45 a.m.      | Teaching Styles and Principles                             | Park Avenue 3<br>Park Avenue** |
| 10:45 – 11:45 a.m.      | When To Use a Style To Accomplish a Goal                   | Park Avenue 3<br>Park Avenue** |
| 11:45 a.m. - 12:30 p.m. | Lunch  | Park Avenue 3                  |
| 12:30 – 1:15 p.m.       | Teaching in Small Groups Exercise                          | Park Avenue 3<br>Park Avenue** |
| 1:15 - 1:45 p.m.        | Affective Teaching in Small Groups                         | Park Avenue 3                  |
| 1:45 - 3:15 pm          | Building Bridges: The Psychomotor Domain                   | Park Avenue 3<br>Park Avenue** |
| 3:15 – 3:30 p.m.        | End of Day Summary   | Park Avenue 3                  |

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

## Tuesday, February 3



### The Learner and Environment

|                         |  |                                |
|-------------------------|--|--------------------------------|
| 7:30 - 8:00 a.m.        | Breakfast  | Park Avenue 3                  |
| 8:00 – 8:30 a.m.        | Evaluation and Feedback                                    | Park Avenue 3                  |
| 8:30 – 9:30 a.m.        | Breakout: Practicing Feedback Skills                       | Park Avenue 3<br>Park Avenue** |
| 9:30 – 9:45 a.m.        | Coffee Break   | Park Avenue 3                  |
| 9:45 – 10:00 a.m.       | Introduction to Problem-Based Learning (PBL)               | Park Avenue 3                  |
| 10:00 – 11:30 a.m.      | Breakout: PBL and Facilitation Skills                      | Park Avenue 3<br>Park Avenue** |
| 11:30 a.m. – 12:15 p.m. | OR Teaching  | Park Avenue 3                  |
| 12:15 – 1:00 p.m.       | Lunch  | Park Avenue 3                  |
| 1:00 – 1:45 p.m.        | Teaching in the OR (Exercise and Role Play)                | Park Avenue 3                  |
| 1:45 – 2:45 p.m.        | Bringing It Home (Building Your Lesson Plan for Wednesday) | Park Avenue 3                  |
| 2:45 – 3:15 p.m.        | Wrap Up  | Park Avenue 3                  |
| 3:15 p.m.               | Faculty Available for Q&A                                  | Park Avenue 3                  |

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

# Detailed Schedule & Handout/Article Summary

## Pre-Course Learning: Web Based Distance Learning


|                  |  |                         |
|------------------|--|-------------------------|
| seahq.net/moodle | <b>You Have the Power (Jussim) Part 1</b>  |                         |
|                  | <b>Instructor:</b> Gary E. Loyd, M.D., M.M.M.  |                         |
|                  | Attendees will be introduced to the concept of self-fulfilling prophecies and their impact in graduate medical education.  |                         |
|                  |  Pre-Workshop Activity 1  |                         |
|                  | <b>Handout or Article Title</b>  | <b>Author</b>           |
|                  | The Struggling Resident: Avoiding Pygmalion and Learned Helplessness by Using Nontechnical Performance Assessment Systems  | Abouleish               |
|                  | 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/<br>Eccles |
|                  | Expecting the best for students: Teacher expectations and academic outcomes  | Rubie-Davies            |
| seahq.net/moodle | <b>Learning Style Inventory - Kolb</b>   |                         |
|                  | <b>Instructor:</b> Stephen J. Kimatian, M.D., F.A.A.P.   |                         |
|                  | 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. |                         |
|                  |  Pre-Workshop Activity 2  |                         |

# Detailed Schedule & Handout/Article Summary


**Saturday, January 31**

## The Foundations of Teaching and Learning

| Time             | Event   | Location  |
|------------------|---|-----------|
| 7:30 - 8:00 a.m. | Breakfast and Registration  | Boardroom |
| 8:00 - 9:00 a.m. | Introduction and Curriculum Review<br>Instructor: Stephen J. Kimatian, M.D., F.A.A.P. | Boardroom |

|  Session 1                       |                          |
|---|--------------------------|
| Handout or Article Title  | Author                   |
| Characteristics of Good Anesthesia Teachers   | Cleave-Hoge/<br>Benedict |
| The Education of an Educator  | Hensel                   |
| What Clinical Teachers in Medicine Need to Know   | Irby                     |
| The Development of Medical Teachers: An Inquiry into the Learning Histories of 10 Experienced Medical Teacher     | MacDougall/<br>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  | Willenkin                |

|                         |   |           |
|-------------------------|---|-----------|
| 9:00 – 10:00 a.m.       | <b>You Have the Power (Jussim) Part 2</b><br>Instructor: Gary E. Loyd, M.D., M.M.M.                                       | Boardroom |
|                         | Attendees will be introduced to the concept of self-fulfilling prophecies and their impact in graduate medical education. |           |
| 10:00 – 10:15 a.m.      | Coffee Break  | Boardroom |
| 10:15 a.m. – 12:00 p.m. | <b>Bloom's Taxonomy: The Cognitive Component and Exercise</b><br>Instructor: Melissa L. Davidson, M.D.                    | Boardroom |

|  Session 2 |           |
|---|-----------|
| Handout or Article Title  | Author    |
| Affective Domain: Categories and Verbs  | Cohen     |
| Learning Taxonomy – Krathwohl's Affective Domain  | Cohen     |
| Taxonomy of Educational Objectives: Affective Domain  | Davidson  |
| Taxonomy of Educational Objectives: Cognitive Domain  | Davidson  |
| How to Write and Use Instructional Objectives   | Gronlund  |
| "Scripts" for Teaching by Educational Objectives  | Willenkin |

|                    |  |           |
|--------------------|--|-----------|
| 12:00 – 12:45 p.m. | Lunch  | Boardroom |
| 12:45 – 2:00 p.m.  | <b>Bloom's Taxonomy: Affective Component and Exercise</b><br>Instructor: Ira Todd Cohen, M.D., M.Ed.   | 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. |           |

**Saturday continued on next page**

# Detailed Schedule & Handout/Article Summary

*Saturday, January 31 continued*

## **The Foundations of Teaching and Learning**

| <b>Time</b>      | <b>Event</b>   | <b>Location</b>  |
|------------------|--|------------------|
| 2:00 – 3:00 p.m. | <b>Lecturing for Learning</b><br>Instructor: <i>Kathy D. Schlecht, D.O.</i>  | <b>Boardroom</b> |
|                  | Attendees will gain didactic knowledge of the many aspects of effective lecturing skills, through demonstration.   |                  |
| 3:00 – 3:30 p.m. | <b>End of Day Summary and Introduction to “Bringing It Home”</b><br>Instructor: <i>Sandra E. Curry, M.D.</i>   | <b>Boardroom</b> |
|                  | 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.        | <b>Dine Around with Faculty</b>  | <b>Boardroom</b> |


# Detailed Schedule & Handout/Article Summary

**Sunday, February 1**

## ***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/Housekeeping<br>Instructor: <i>Stephen J. Kimatian, M.D., F.A.A.P.</i>             | Boardroom |
| 8:15 – 9:45 a.m. | The Learners' Approach to Learning and Pathologies of Learning<br>Instructor: <i>Robert L. Willenkin, M.D.</i> | 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.

|  Session 3   |   |
|---|---|
| Handout or Article Title  | Author  |
| 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   | Belenky/Clinchy/<br>Goldberger/<br>Tarulelby                      |
| A Study of Resident Learning Behavior   | Mitchell/Liu  |
| A Study of Resident Learning Behavior (Handout)   | Mitchell  |
| 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  | Perry   |
| William Perry's Scheme of Intellectual and Ethical Development  | <a href="http://www.jum.edu/geology">www.jum.edu/<br/>geology</a> |

|                    |   |           |
|--------------------|---|-----------|
| 9:45 – 10:00 a.m.  | Coffee Break  | Boardroom |
| 10:00 – 10:30 a.m. | Teaching a New Generation of Learners<br>Instructor: <i>Sandra E. Curry, M.D.</i> | Boardroom |

Attendees will participate in a discussion of generational differences and their impact on the education of medical students and residents, including different media outlets for information gathering with implications for patient care and education.

|  Session 4 |                 |
|---|-----------------|
| Handout or Article Title  | Author          |
| Discordance Between Resident and Faculty Perceptions of Resident Autonomy                     | Biondi, et al.  |
| The New Learners—Millennials!!  | Kurup           |
| What medical educators need to know about "Web 2.0"   | McGee & Begg    |
| The challenges and opportunities of teaching "Generation Y"                                   | Eckleberry-Hunt |

|                    |  |           |
|--------------------|--|-----------|
| 10:30 – 11:30 a.m. | Motivating Learner<br>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 principles of teaching a new generation of learners.


**Sunday continued on next page**



# Detailed Schedule & Handout/Article Summary

## Sunday, February 1 continued

### The Learner and the Environment

| Time                    | Event   | Location                |
|-------------------------|---|-------------------------|
| 11:30 a.m. – 12:15 p.m. | Lunch   | Boardroom               |
| 12:15 – 12:45 p.m.      | <b>Helping Residents with Learning Problems</b><br><b>Instructor: Ira Todd Cohen, M.D., M.Ed.</b>   | Boardroom               |
|                         | Attendees will be presented with didactic information regarding residents with diagnosed and undiagnosed learning problems.   |                         |
| 12:45 – 2:15 p.m.       | <b>Helping Residents with Cognitive and Affective Problems</b><br><b>Instructor: Kathy D. Schlecht, D.O.</b>  | 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. |                         |
|                         |  <b>Session 5</b>  |                         |
|                         | <b>Handout or Article Title</b>   | <b>Author</b>           |
|                         | Educational Strategies to Promote Clinical Diagnostic Reasoning   | Bowen                   |
|                         | Trainee Doctors with Learning Difficulties: Recognizing Need and Providing support  | Shrewsbury              |
|                         | The "problem" junior: whose problem is it?  | Steinert                |
|                         | The Problem Learner   | Vaughn/Baker/<br>DeWitt |
|                         | SQ3R: A Guide to Study  | Vollers                 |
|                         | Understanding Social Influence in Medical Education   | Wilkes/Raven            |
|                         | Helping Resident with Learning Problems   | Willenkin               |
|                         | Teaching for Affective Learning   | Willenkin               |
|                         | Teaching to Change "Attitudes"  | Willenkin               |
| 2:15 – 3:15 p.m.        | <b>"Can We Believe Our Eyes?": Debrief and End of Day Summary</b><br><b>Instructor: J. Thomas McLarney, M.D.</b>  | 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, February 2**

## **The Teacher and the Environment**

| Time               | Event  | Location                     |
|--------------------|--|------------------------------|
| 7:30 - 8:00 a.m.   | Breakfast  | Park Avenue 3                |
| 8:00 – 10:00 a.m.  | <b>Practicing Lecturing Skills: Meeting Your Audience’s Needs (Student Talks)</b><br>Instructor: All Faculty   | Park Avenue<br>1, 2, 3, 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   | Park Avenue 3                |
| 10:15 – 10:45 a.m. | <b>Teaching Styles and Principles</b><br>Instructor: J. Michael Vollers, M.D.  | Park Avenue<br>1, 2, 3, 4, 5 |
|                    | 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. |                              |

### Session 6

| Handout or Article Title  | Author                     |
|---|----------------------------|
| Reconsidering “Good Teaching” Across the Continuum of Medical Education | Pratt/Arseneau/<br>Collins |
| Orienting Teaching Toward the Learning Process                          | ten Cate                   |
| Teaching Styles   | Willenkin                  |

|                    |  |                              |
|--------------------|--|------------------------------|
| 10:45 – 11:45 p.m. | <b>Exercise: When To Use a Style To Accomplish a Goal</b><br>Instructor: J. Michael Vollers, M.D.  | Park Avenue<br>1, 2, 3, 4, 5 |
|                    | Attendees will use the knowledge gained from the workshop thus far to develop teaching plans for a variety of resident educational sessions.   |                              |
| 11:45 – 12:30 p.m. | Lunch  | Park Avenue 3                |
| 12:30 – 1:15 p.m.  | <b>Teaching in Small Groups Exercise</b><br>Instructor: All Faculty  | Park Avenue<br>1, 2, 3, 4, 5 |
|                    | 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. |                              |
| 1:15 – 1:45 p.m.   | <b>Affective Teaching in Small Groups</b><br>Instructor: J. Thomas McLarney, M.D.  | Park Avenue 3                |
|                    | Following the Small Group Teaching exercise, attendees will participate in discussion of the principles of small group teaching, with particular emphasis on the affective domain.   |                              |

### Session 7


| Handout or Article Title  | Author         |
|---|----------------|
| Handout on Small Group Learning Types and Techniques  | Loyd           |
| Using Debate for Affective Learning (Society for Education in Anesthesia 1997 Fall Meeting) | Olympio        |
| The Affective Domain: Undiscovered Country  | Pierre/Oughton |

**Monday continued on next page**

# Detailed Schedule & Handout/Article Summary

## Monday, February 2 continued

### The Teacher and the Environment

| Time             | Event   | Location             |
|------------------|---|----------------------|
| 1:45 - 3:15 pm   | <b>Building Bridges: The Psychomotor Domain</b><br><b>Instructor:</b> <i>Stephen J. Kimatian, M.D., F.A.A.P. &amp; Gary E. Loyd, M.D., M.M.M.</i>       | <b>Park Avenue 3</b> |
|                  | Through participation in a group exercise, participants will identify elements of successful learning and aspects of the Psychomotor domain.            |                      |
|                  |  <b>Session 8</b>  |                      |
|                  | <b>Handout or Article Title</b>   | <b>Author</b>        |
|                  | The Psychomotor Domain  | <i>Kimatian</i>      |
|                  | Conditions of Learning (Robert Gagne)   | <i>Kimatian</i>      |
| 3:15 - 3:30 p.m. | <b>End of Day Summary</b><br><b>Instructor:</b> <i>Gary E. Loyd, M.D., M.M.M.</i>   | <b>Park Avenue 3</b> |
|                  | Attendees will integrate learning from the day's sessions, with learning from previous sessions, with analysis and application to anesthesia education. |                      |

# Detailed Schedule & Handout/Article Summary

**Tuesday, February 3**

## The Learner and Environment

| Time             | Event   | Location      |
|------------------|---|---------------|
| 7:30 – 8:00 a.m. | Breakfast   | Park Avenue 3 |
| 8:00 – 8:30 a.m. | Evaluation and Feedback<br>Instructor: <i>Robert L. Willenkin, M.D.</i> | Park Avenue 3 |

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 9

| Handout or Article Title  | Author                      |
|---|-----------------------------|
| Teaching Compassion and Respect: Attending Physicians' Responses to Problematic Behaviors | <i>Burack, Irby, et al.</i> |
| Feedback in Clinical Medical Education  | <i>Ende</i>                 |
| Feedback Checklist  | <i>Olympio</i>              |
| Rules of Feedback   | <i>Willenkin</i>            |

|                   |   |                              |
|-------------------|---|------------------------------|
| 8:30 – 9:30 a.m.  | Breakout: Practicing Feedback Skills<br>Instructor: <i>All Faculty</i>                  | Park Avenue<br>1, 2, 3, 4, 5 |
| 9:30 – 9:45 a.m.  | Coffee Break  | Park Avenue 3                |
| 9:45 – 10:00 a.m. | Introduction to Problem-Based Learning<br>Instructor: <i>Gary E. Loyd, M.D., M.M.M.</i> | Park Avenue 3                |

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 (see following session).

### Session 10

| Handout or Article Title  | Author         |
|---|----------------|
| 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) | <i>Barrows</i> |
| A Practical Guide to Implementing Problem-Based Learning in Anesthesia  | <i>Liu/Liu</i> |

|                         |   |                              |
|-------------------------|---|------------------------------|
| 10:00 – 11:30 a.m.      | Breakout: PBL and Facilitation Skills<br>Instructor: <i>All Faculty</i> | Park Avenue<br>1, 2, 3, 4, 5 |
| 11:30 a.m. – 12:15 p.m. | OR Teaching<br>Instructor: <i>J. Michael Vollers, M.D.</i>              | Park Avenue 3                |


Attending 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).

**Tuesday continued on next page**

# Detailed Schedule & Handout/Article Summary

**Tuesday, February 3 continued**


## The Learner and Environment

|  Session 11   |               |
|--|---------------|
| Handout or Article Title   | Author        |
| Watching Anaesthetists Work: Using the Professional Judgment of Consultants to Assess the Developing Clinical Competence of Trainees | Greaves/Grant |
| Tutor Question Guide   | McLeskey      |
| The One-minute Preceptor: Shaping the Teaching Conversation  | Neher         |
| Passing on Tacit Knowledge in Anesthesia: A Qualitative Study  | Pope, et al.  |
| Problem Solving Operations   | Willenkin     |
| Teaching in the Operating Room   | Willenkin     |
| Teaching Problem Solving and Clinical Judgment in the Operating Room: A Concept and Some Practical Suggestions                       | Willenkin     |
| Teaching to Maximize Learning  | Willenkin     |

|                   |   |               |
|-------------------|---|---------------|
| 12:15 – 1:00 p.m. | Lunch   | Park Avenue 3 |
| 1:00 – 1:45 p.m.  | Teaching in the OR: Exercise and Role Play<br>Instructor: All Faculty   | Park Avenue 3 |
| 1:45 – 2:45 p.m.  | Bringing It Home (Building Your Lesson Plan for Wednesday)<br>Instructor: Sandra E. Curry, M.D.   | Park Avenue 3 |
|                   | 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.   |               |
| 2:45 – 3:15 p.m.  | Wrap Up<br>Instructor: All Faculty  | Park Avenue 3 |
|                   | 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. |               |
| 3:15 p.m.         | Faculty Available for Q&A   | Park Avenue 3 |

# Resources

## Other References

|  Additional Resources |                  |
|--|------------------|
| Handout or Article Title   | Author           |
| What Clinical Teachers in Medicine Need to Know  | <i>Irby</i>      |
| Andragogy and Medical Education: Are Medical Students Internally Motivated to Learn?                   | <i>Misch</i>     |
| Use of Effective Feedback to Facilitate Adult Learning   | <i>Sachdeva</i>  |
| Medical & General Education Books, Journals, Web Sites   | <i>Willenkin</i> |

## 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 CURRENT COURSES" for the link to the 2015 SEA Workshop on Teaching.

"MY CURRENT COURSES" can be found at: <http://education.asahq.org/my-activities>

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](mailto:educationcenter@asahq.org).