

SEA 2024 WORKSHOP ON TEACHING

SYLLABUS



JANUARY 27 – 30, 2024
The Alfond Inn - Winter Park, Florida

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



American Society of
Anesthesiologists[™]



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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 2024 Workshop on Teaching includes breakfasts, coffee breaks, lunches, and the program syllabus. Note that all fees are quoted in U.S. currency. Non-member registration fee includes SEA Active Membership Dues for 2024. Member registrants must have 2024 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 1, 2024. Registrations received after January 1, 2024, will be processed at a higher fee.

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 26.25 *AMA PRA Category 1 Credits*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Disclaimer

The information provided at this 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 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.

Disclosures

This activity's content is not related to products or services of an ACCME-defined ineligible entity; therefore, no one in control of content has a relevant financial relationship to disclose, and there is no potential for conflicts of interest.

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 January 1, 2024, will receive a full refund. Cancellations received from January 1, 2024 through January 9, 2024 will receive a refund of 80 percent. Refunds will not be given after January 9, 2024. 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:

- Change their perceptions and expectations of learners based upon recognition of inherent biases and reframing views of motivation.
- Apply the taxonomy of educational objectives in real educational settings.
- Identify and develop plans for the struggling learner, including provision of effective feedback.
- Apply principles of affective teaching in small groups to facilitate didactic and clinical learning.
- Specify advantages of the operating room as a learning environment and create strategies to enhance clinical teaching.

The Alford Inn at Rollins College & Transportation

The Alford Inn at Rollins College

300 East New England Avenue
Winter Park, FL 32789

Phone: (407) 998-8090

Fax: (407) 998-8091

www.TheAlfordInn.com

The Alford 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.

A code for booking your hotel room will be provided upon receipt of your registration as accommodations are limited.

Prepare for Claiming Credit

Follow the directions below before the course to easily claim credit for the 2024 SEA Workshop on Teaching.

All communication is sent to the email on your ASA account.

Please log into your ASA account before the meeting and update your email if it has changed.

CAN'T REMEMBER YOUR PASSWORD?

You can retrieve or set a new password by entering your email address at: <https://www.asahq.org/member-center/forgot-password>

NO LONGER HAVE ACCESS TO THE EMAIL ON YOUR ACCOUNT?

We're here to help. Contact ASA Member Services at (630) 912-2552 or email info@asahq.org.

Office Hours: Monday through Friday, 7:30 a.m. to 4:30 p.m. CT.
Do not create a duplicate account.

NEED AN ASA ID NUMBER?

To receive a certificate, you need an ASA ID number. If you do not have one, please create a free account by clicking the link below and entering the requested information. It is highly recommended to complete this before you register and provide your ASA ID number during registration.

<https://www.asahq.org/member-center/create-account>

Please note. Creating a duplicate account may significantly delay the ability to claim credit. If you are not sure if you have an account, contact ASA Member Services at (630) 912-2552 or email info@asahq.org and they will be happy to assist you.

CLAIMING CREDIT

1. Complete the evaluation.
2. Click on the certificate, enter the credit you are claiming.
3. Print your certificate or save it as a PDF for your files.

If you experience difficulties logging in, don't hesitate to contact jpmeetings@asahq.org, and we will be happy to assist you. Do not create a duplicate account.

Schedule at a Glance

Saturday, January 27

Foundations of Teaching and Learning

Time	Event	Location
7:30 – 8:00 a.m.	Breakfast and Registration	<i>New England</i>
8:00 – 9:15 a.m.	Introduction and Curriculum Review / Kolb Learning Styles Inventory	<i>New England</i>
9:15 – 10:15 a.m.	Self-Fulfilling Prophecies	<i>New England</i>
10:15 – 10:30 a.m.	Coffee Break	<i>New England</i>
10:30 a.m. – 12:00 p.m.	Bloom's Taxonomy: Cognitive Component and Exercise	<i>New England</i>
12:00 – 12:45 p.m.	Lunch	<i>New England</i>
12:45 – 2:15 p.m.	Bloom's Taxonomy: Affective Component and Exercise	<i>New England</i>
2:15 – 3:00 p.m.	Engaging Your Learners	<i>New England</i>
3:00 – 3:30 p.m.	End of Day Summary	<i>New England</i>

Sunday, January 28

The Learner and the Environment

Time	Event	Location
7:30 – 8:00 a.m.	Breakfast	<i>New England</i>
8:00 – 8:15 a.m.	Curriculum Review for Day 2	<i>New England</i>
8:15 – 9:45 a.m.	Motivating Learning: Self-Determination Theory	<i>New England</i>
9:45 – 10:00 a.m.	Coffee Break	<i>New England</i>
10:00 – 11:00 a.m.	The Learners' Approach to Learning and Pathologies of Learning	<i>New England</i>
11:00 – 11:30 a.m.	Helping Residents with Cognitive and Affective Problems	<i>New England</i>
11:30 a.m. – 12:15 p.m.	Lunch	<i>New England</i>
12:15 – 2:30 p.m.	The Struggling Resident" Exercise	<i>New England</i>
2:30 – 3:30 p.m.	"Can We Believe Our Eyes?" Debrief and End of Day Summary	<i>New England</i>

Monday, January 29

The Teacher and the Environment

Time	Event	Location
7:30 – 8:00 a.m.	Breakfast	<i>New England</i>
8:00 – 8:15 a.m.	Curriculum Review for Day 3	<i>New England</i>
8:15 – 9:15 a.m.	Engaging Your Learners: Exercise	<i>Park Avenue 1/2/4/5</i>
9:15 – 9:30 a.m.	Coffee Break	<i>New England</i>
9:30 – 10:00 a.m.	Teaching in Small Groups Exercise	<i>Park Avenue 1/2/4/5</i>
10:00 – 10:45 a.m.	Affective Teaching in Small Groups	<i>New England</i>
10:45 a.m. – 12:00 p.m.	Active Learning in Any Group	<i>New England</i>
12:00 – 12:45 p.m.	Lunch	<i>New England</i>
12:45 – 1:15 p.m.	Evaluation and Feedback	<i>New England</i>
1:15 – 2:00 p.m.	Breakout: Practicing Feedback Skills	<i>Park Avenue 1/2/4/5</i>
2:00 – 3:45 p.m.	Building Bridges: The Psychomotor Domain and End of Day Summary	<i>Park Avenue 1/2/4/5</i>
4:00 – 5:30 p.m.	"Last Evening" Reception	<i>Conservatory</i>

Tuesday, January 30

Teaching and Learning in Practice



Time	Event	Location
7:30 – 8:00 a.m.	Breakfast	<i>New England</i>
8:00 – 8:15 a.m.	Curriculum Review for Day 4	<i>New England</i>
8:15 – 9:30 a.m.	Teaching in the OR: Building Skills	<i>New England</i>
9:30 – 10:00 a.m.	Coffee Break	<i>New England</i>
10:00 – 10:30 a.m.	Teaching in the OR: Deliberate Practice	<i>New England</i>
10:30 a.m. – 12:00 p.m.	Teaching in the OR: Putting it All Together	<i>New England</i>
12:00 – 1:30 p.m.	Working Lunch: Putting Your Plans in Motion	<i>New England</i>
1:30 – 3:00 p.m.	Wrap Up and Faculty Available for Q&A	<i>New England</i>

Program Schedule



Saturday, January 27

Foundations of Teaching and Learning

Time	Event
7:30 - 8:00 a.m.	Breakfast and Registration
8:00 – 9:15 a.m.	Introduction and Curriculum Review / Kolb Learning Styles Inventory Instructor: <i>Stephen J. Kimatian, MD, FAAP</i>
	Attendees will discuss the application of learning styles inventories in medical education, and the use of learning theory in establishing a "common language" for discussing education at the department level.

 Session 1 – Key Article	
Handout or Article Title	Author
Teaching Metacognitive Skills: Helping Your Physician Trainees in the Quest to 'Know What They Don't Know'	<i>Colbert, et al.</i>
Unskilled and Unaware of It: How Difficulties in Recognizing One's Own Incompetence Lead to Inflated Self-Assessments	<i>Kruger, Dunning</i>
 Session 1 – Additional Reading	
Characteristics of Good Anesthesia Teachers	<i>Cleave-Hogg, Benedict</i>
Characteristics of Good Anesthesia Teachers (Handout)	<i>Willenkin</i>

9:15 – 10:15 a.m.	Self-Fulfilling Prophecies Instructor: <i>Gary E. Loyd, MD</i>
	Attendees will be introduced to the concept of self-fulfilling prophecies and their impact in graduate medical education.



 Session 2 – Key Article	
Handout or Article Title	Author
Self-Fulfilling Prophecies: A Theoretical and Integrative Approach	<i>Jussim</i>
 Session 2 – Additional Reading	
Self-Fulfilling Prophecies (Handout)	<i>Loyd</i>

10:15 – 10:30 a.m.	Coffee Break
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Program Schedule

Saturday, January 27 continued

Time	Event
10:30 a.m. – 12:00 p.m.	Bloom's Taxonomy: Cognitive Component and Exercise Instructor: <i>Melissa L. Davidson, MD</i>
	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 – Key Article	
Handout or Article Title	Author
The Taxonomy of Learning	<i>Davidson</i>
Using the Affective Domain to Enhance Teaching of the ACGME Competencies in Anesthesiology Training	<i>Yanofsky, Nyquist</i>
 Session 3 – Additional Reading	
Affective Domain: Categories and Verbs (Handout)	<i>Cohen</i>
Taxonomy of Educational Objectives: Affective Domain (Handout)	<i>Davidson</i>
Taxonomy of Educational Objectives: Cognitive Domain (Handout)	<i>Davidson</i>

12:00 – 12:45 p.m.	Lunch
12:45 – 2:15 p.m.	Bloom's Taxonomy: Affective Component and Exercise Instructor: <i>Ira Todd Cohen, MD, MEd</i>
	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.
2:15 – 3:00 p.m.	Engaging Your Learners Instructor: <i>Gary E. Loyd, MD</i>
	Attendees will apply principles of large group teaching in a skill-building exercise.

 Session 4 – Key Articles	
Handout or Article Title	Author
Sailing Smoothly Across the Cultural Divide: Constructing Effective Behavioral Science Presentations for Medical Audiences	<i>Myerholtz, et al.</i>
The Magical Science of Storytelling (Hyperlink)	<i>Phillips</i>
 Session 4 – Additional Reading	
Clues to enhance audience engagement (Handout)	<i>Loyd</i>



3:00 – 3:30 p.m.	End of Day Summary Instructor: <i>Gary E. Loyd, MD</i>
	Attendees will integrate learning from the day's sessions, with analysis and application to anesthesia education.

Program Schedule



Sunday, January 28

The Learner and the Environment

Time	Event
7:30 – 8:00 a.m.	Breakfast
8:00 – 8:15 a.m.	Curriculum Review for Day 2 Instructor: <i>Stephen J. Kimatian, MD, FAAP</i>
8:15 – 9:45 a.m.	Motivating Learning: Self-Determination Theory Instructor: <i>Melissa L. Davidson, MD</i>
Attendees will be presented with principles of Self Determination Theory.	

 Session 5 – Key Articles	
Handout or Article Title	Author
Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being	<i>Ryan, Deci</i>
 Session 5 – Additional Reading	
Self-Determination Theory (Handout)	<i>Davidson</i>
How SDT Can Assist our Understanding of the Teaching and Learning Process in Medical Education	ten Cate



9:45 – 10:00 a.m.	Coffee Break
10:00 – 11:00 a.m.	The Learners' Approach to Learning and Pathologies of Learning Instructor: <i>Ira Todd Cohen, MD, MEd</i>
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 6 – Key Article	
Handout or Article Title	Author
Conceptions of learning and knowledge in higher education: Relationships with study behaviour and influences of learning environments	<i>Entwistle, Peterson</i>
William Perry's Scheme of Intellectual and Ethical Development	www.jum.edu/geology
 Session 6 – Additional Reading	
Forms of Intellectual and Ethical Development in the College Years: A Scheme (Handout)	<i>Perry</i>

Program Schedule

Sunday, January 28 continued

Time	Event
11:00 – 11:30 a.m.	Helping Residents with Cognitive and Affective Problems Instructor: <i>Melissa L. Davidson, MD & Stacy Fairbanks, MD</i>
	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.

 Session 7 – Key Article	
Handout or Article Title	Author
The “Difficult Learner” in Anesthesiology: Challenges, Pitfalls, and Recommendations	<i>Margolis, Ku</i>
 Session 7 – Additional Reading	
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, et al.</i>

11:30 a.m. – 12:15 p.m.	Lunch
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12:15 – 2:30 p.m.	“The Struggling Resident” Exercise Instructor: <i>Melissa L. Davidson, MD & Stacy Fairbanks, MD</i>
	Attendees will have active participation in small group exercise to integrate SDT, student motivation, and teaching styles.

2:30 – 3:30 p.m.	“Can We Believe Our Eyes?” Debrief and End of Day Summary Instructor: <i>J. Thomas McLarney, MD</i>
	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.

Monday, January 29



The Teacher and the Environment

Time	Event
7:30 – 8:00 a.m.	Breakfast
8:00 – 8:15 a.m.	Curriculum Review for Day 3 Instructor: <i>Stephen J. Kimatian, MD, FAAP</i>
8:15 – 9:15 a.m.	Engaging Your Learners: Exercise Instructor: <i>All Faculty</i>
	Attendees will gain didactic knowledge of the many aspects of effective presentation skills in the art of engaging learners.
9:15 – 9:30 a.m.	Coffee Break
9:30 – 10:00 a.m.	Teaching in Small Groups Exercise Instructor: <i>All Faculty</i>
	Through demonstration and group involvement, attendees will use the debate format to learn the principles of small group teaching.



Program Schedule

Monday, January 29 *continued*

Time	Event
10:00 – 10:45 a.m.	Affective Teaching in Small Groups Instructor: <i>J. Thomas McLarney, MD</i>
	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 8 – Key Articles	
Handout or Article Title	Author
The Affective Domain: Undiscovered Country	<i>Pierre, Oughton</i>
Orienting Teaching Toward the Learning Process	<i>ten Cate, et al.</i>
 Session 8 – Additional Reading	
Handout on Small Group Learning Types and Techniques (Handout)	<i>Loyd</i>

10:45 a.m. – 12:00 p.m.	Active Learning in Any Group Instructor: <i>Bridget M. Marroquin, MD</i>
	Attendees will gain knowledge of the principles of effective facilitation skills for both small and large group teaching, with application exercise focusing on active learning techniques.

 Session 9 – Key Article	
Handout or Article Title	Author
Active Learning in Medical Education: Strategies for Beginning Implementation	<i>Graffam</i>
 Session 9 – Additional Reading	
Challenges Facing PBL Tutors: 12 Tips for Successful Group Facilitation	<i>Azer</i>
Twelve Tips of Successful Group Facilitation (Handout)	<i>Davidson</i>



12:00 – 12:45 p.m.	Lunch
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12:45 – 1:15 p.m.	Evaluation and Feedback Instructor: <i>Stacy Fairbanks, MD</i>
	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 – Key Articles	
Handout or Article Title	Author
Feedback in Medical Education – A Workshop Report with Practical Examples and Recommendations	<i>Thrien, et al.</i>
 Session 10 – Additional Reading	
Feedback and Reflection: Teaching Methods for Clinical Settings	<i>Branch, Paranjape</i>
Assessment, Feedback and the Alchemy of Learning	<i>Watling, Ginsburg</i>

Program Schedule

Monday, January 29 *continued*

Time	Event								
1:15 – 2:00 p.m.	Breakout: Practicing Feedback Skills Instructor: <i>All Faculty</i> Through role play using real life scenarios, attendees will practice giving and receiving feedback.								
2:00 – 3:45 p.m.	Building Bridges: The Psychomotor Domain and End of Day Summary Instructor: <i>Stephen J. Kimatian, MD, FAAP</i> Through participation in a group exercise, participants will identify elements of successful learning and aspects of the Psychomotor domain.								
 Session 11 – Key Articles									
	<table border="1"> <thead> <tr> <th>Handout or Article Title</th> <th>Author</th> </tr> </thead> <tbody> <tr> <td>The Use of the Cusum Technique in the Assessment of Trainee Competence in New Procedures</td> <td><i>Bolsin, Colson</i></td> </tr> <tr> <td>Notes on Conditions of Learning</td> <td><i>Kimatian</i></td> </tr> <tr> <td>Notes on The Psychomotor Domain</td> <td><i>Kimatian</i></td> </tr> </tbody> </table>	Handout or Article Title	Author	The Use of the Cusum Technique in the Assessment of Trainee Competence in New Procedures	<i>Bolsin, Colson</i>	Notes on Conditions of Learning	<i>Kimatian</i>	Notes on The Psychomotor Domain	<i>Kimatian</i>
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Notes on The Psychomotor Domain	<i>Kimatian</i>								
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4:00 – 5:30 p.m.	“Last Evening” Reception								



Tuesday, January 30

Teaching and Learning in Practice

Time	Event
7:30 – 8:00 a.m.	Breakfast
8:00 – 8:15 a.m.	Curriculum Review for Day 4 Instructor: <i>Stephen J. Kimatian, MD, FAAP</i>
8:15 – 9:30 a.m.	Teaching in the OR: Building Skills Instructor: <i>Bridget M. Marroquin, MD</i> Throughout the sessions of the day, 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. In this session attendees will identify challenges faced by teachers and learners in the OR setting, through role play of teacher-learner interactions using a tabletop simulation exercise.
9:30 – 10:00 a.m.	Coffee Break

Program Schedule

Tuesday, January 30 *continued*

Time	Event				
10:00 – 10:30 a.m.	<p>Teaching in the OR: Deliberate Practice Instructor: <i>All Faculty</i></p> <p>Through demonstration and group involvement, attendees will use the debate format to learn the principles of small group teaching.</p>				
<p> Session 12 – Key Articles</p> <table border="1"> <thead> <tr> <th>Handout or Article Title</th> <th>Author</th> </tr> </thead> <tbody> <tr> <td>Deliberate Practice and the Acquisition and Maintenance of Expert Performance in Medicine and Related Domains</td> <td><i>Ericsson</i></td> </tr> </tbody> </table>		Handout or Article Title	Author	Deliberate Practice and the Acquisition and Maintenance of Expert Performance in Medicine and Related Domains	<i>Ericsson</i>
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<p> Session 12 – Additional Reading</p> <table border="1"> <tbody> <tr> <td>Expertise in Medicine: Using the Expert Performance Approach to Improve Simulation Training</td> <td><i>Causer, et al.</i></td> </tr> <tr> <td>Deliberate Practice in Teaching: What Teachers Do for Self-improvement</td> <td><i>Dunn, et al.</i></td> </tr> </tbody> </table>		Expertise in Medicine: Using the Expert Performance Approach to Improve Simulation Training	<i>Causer, et al.</i>	Deliberate Practice in Teaching: What Teachers Do for Self-improvement	<i>Dunn, et al.</i>
Expertise in Medicine: Using the Expert Performance Approach to Improve Simulation Training	<i>Causer, et al.</i>				
Deliberate Practice in Teaching: What Teachers Do for Self-improvement	<i>Dunn, et al.</i>				
10:30 a.m. – 12:00 p.m.	<p>Teaching in the OR: Putting it All Together Instructor: <i>Stephen J. Kimatian, MD, FAAP</i></p> <p>Attendees will review tools that facilitate establishing and achieving clinical learning objectives appropriate for the learner and the clinical environment, followed by an exercise incorporating concepts of deliberate practice with skills and principles gained in the course.</p>				
12:00 – 1:30 p.m.	<p>Working Lunch: Putting Your Plans in Motion Instructor: <i>Gary E. Loyd, MD</i></p> <p>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.</p>				
1:30 – 3:00 p.m.	<p>Wrap Up & Faculty Available for Q&A Instructor: <i>All Faculty</i></p> <p>The 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.</p>				