

Moving Medical Education Forward

Agenda

7:30-8:00AM **Registration and Continental Breakfast (ATRIUM)**
Educational Works in Progress Posters Available for Viewing

Plenary

8:00-8:05AM **Welcome: Terry Wolpaw, M.D. (WEST BALLROOM)**
Associate Dean, Office of Curricular Affairs

8:05-8:45AM **Key Note Address: Ralph I. Horwitz, M.D. (WEST BALLROOM)**
“New Directions for the School of Medicine and the Curriculum”
Dean, School of Medicine, and Vice President for Medical Affairs

8:45-9:00AM **Question and Answer Period (WEST BALLROOM)**

Moving Teaching Forward *Faculty Development Workshops*

9:15-10:45AM

1. Objective Structured Clinical Examinations (OSCEs) and Standardized Patients (SP) (EAST BALLROOM)

Michael Curtis, Standardized Patient Trainer, Temple University

Nikki Helm, M.D., Department of Medicine, Case Western Reserve University

Klara Papp, Ph.D., Department of Medicine, Case Western Reserve University

OSCE examinations and standardized patients are being used more frequently in medical education. This assessment method is now being incorporated into the USMLE as a requirement for licensure. This workshop will demonstrate a standardized patient encounter to illustrate how clinical skills examinations are designed, how standardized patients are trained, and how outcomes are assessed.

2. Team Learning for Interactive Large Group Sessions (CABARET)

Dean X. Parmelee, M.D. Department of Psychiatry, Wright State University

Ever want to make your teaching interactive but you don't have enough small group leaders? Learn about an exciting way to turn a large group lecture into an interactive learning experience. Team learning is a teaching strategy being used with large groups and one teacher. It involves student preparation, student teams that work together and concept application to achieve in-depth learning.

3. Effective Large Group Teaching (ROTUNDA)

Mano Singham, Ph.D., UCITE, Case Western Reserve University

Sarah Walleck, M.A., UCITE, Case Western Reserve University

Ever give a lecture where the attendance was poor and those who were present were not engaged? Join experts from the University Center for Innovation in Teaching and Education (UCITE) to learn ways to engage learners during a lecture and make learning more effective.

4. Effective Small Group Teaching (ROOM ON THE GREEN)

James, E. Zull, Ph.D., UCITE, Case Western Reserve University

Ever lead a small group session where you ended up doing most of the talking? Join our UCITE experts to learn techniques for creating interactive small group sessions that challenge learners and help them to apply concepts in new ways.

5. Giving Feedback (LANDER D)

Keith Armitage, M.D., Department of Medicine, Case Western Reserve University

Learners at all levels seek feedback from their teachers. They want specific suggestions rather than general comments. This workshop will focus on techniques for observing learners and providing feedback that helps them understand the next steps they need to take in their professional development.

6. The Attending and Resident as Teaching Partners: Resident as Teacher (LANDER C)

Michael Dell, M.D., Department of Pediatrics, Case Western Reserve University

Michael L. Nieder, M.D., Department of Pediatrics, Case Western Reserve University

We know that residents play an important role in teaching our medical students. How can the faculty attending and resident plan and work together to help our students achieve clinical mastery?

7. Easy Ways for Revising Your Syllabus (LANDER A)

Thomas M. Nosek, Ph.D., BIT, Case Western Reserve University

What are the characteristics of a syllabus that students find easiest to use for learning? How can you achieve correspondence between electronic and print forms of your syllabus? Participants will be given the opportunity to email their questions to Dr. Nosek in advance of the Retreat.

8. Alternative Methods of Assessment (LANDER B)

Phillip Hall, M.D., Cleveland Clinic Lerner College of Medicine

Elaine Dannefer, Ph.D., Cleveland Clinic Lerner College of Medicine

Is your end-of-committee exam effectively evaluating what students have learned and showing them how they can further improve? Did students learn what you hoped they would? Explore alternative methods of assessment to look at breadth of knowledge and depth of knowledge in a basic science course. Drs. Hall and Dannefer are in the process of designing alternative assessment methods for the renal course in the College Program. Serve as their consultants as you join them in looking at a new way to assess learning.

9. Teaching Clinical Reasoning Skills (MICHELLE'S)

Kathryn Markakis, M.D., Department of Medicine, University of Rochester

Helping students to express their clinical reasoning is one of the most important goals we have for our clinical curriculum. How do you articulate the steps and help students begin to master this skill? Dr. Markakis will share insights gained as she developed a clinical reasoning curriculum at the University of Rochester School of Medicine.

10. Preparing Abstracts and Posters for Presentation: Making Educational Work Available to Colleagues (BRIDAL ROOM)

Terry Wolpaw, M.D., Department of Medicine, Case Western Reserve University

Learn how to transform your educational work into educational scholarship. This session will provide templates that you can use to develop abstracts and posters for national meetings.

Poster Session

11:00-11:45AM

Educational Works in Progress Posters (ATRIUM)

More than 30 abstracts have been accepted for what should be an outstanding session showcasing our faculty's innovative educational projects. Abstracts will be available for review in advance of the Retreat.

Moving the Curriculum Forward

Small Group Discussions and Dialogue with the Dean

Discovering New Directions for the School of Medicine Curriculum

This is an opportunity for faculty to discuss specific questions related to the Dean's vision for the curriculum. A large group session will follow small group discussions and will include a report back from the small groups as well as a dialogue with the Dean.

11:45AM-12:00PM Introduction to Small Groups (ATRIUM)

12:00-1:00PM Working lunch in small groups to discuss curriculum questions; and prepare key points for presentation to the Dean

1. What are the specific learning objectives for developing a leadership curriculum for Case School of Medicine? How can students achieve them? How can the learning objectives be assessed? (ROTUNDA)
2. What are the goals for our students around clinical mastery? What range of skills do we expect them to master? What are the best teaching methods? How do we assess mastery? (EAST BALLROOM)
3. What alternatives to multiple-choice exams can be used to assess learning that would foster an active and scholarly learning environment at Case School of Medicine? (CABARET)
4. How can basic science and clinical curriculum leaders collaborate to create a true integration of basic and clinical science across all years of the curriculum? (ROOM ON THE GREEN)
5. How can Ph.D. courses be integrated with the first year medical curriculum to 1) enhance the teaching of basic science principles in the medical curriculum and 2) utilize faculty time more effectively? (LANDER A&B)
6. What should the learning objectives be when the teaching of Public Health and Population Medicine is integrated into the medical school curriculum? How can the integration, teaching, and learning be accomplished across all years? (LANDER C&D)
7. Based on a new requirement for an M.D. thesis, what sorts of projects would be feasible and meaningful for students that would lead them to 1) formulate a question, 2) figure out how to answer it, 3) write their findings in the format of a manuscript, and 4) complete it within the 4 years of medical school? (MICHELLE'S)

1:15-2:15PM Small Groups Report to the Dean (WEST BALLROOM)

2:15-2:45PM Dialogue with the Dean (WEST BALLROOM)