

Second Annual MELA Education Day

October 18, 2022

11:30 - 1 pm Plenary session

11:30 - 12:00 pm

Annual business meeting of MELA membership

12:00 - 1:00 pm

Keynote: Early-Career Faculty Mentoring Program

Susan M. Pollart, MD, MS, Senior Associate Dean for Faculty Affairs and Faculty Development and Walter M. Seward Professor of Family Medicine, University of Virginia School of Medicine

The Leadership Hall

1:15 - 4:30 pm Workshops

1:15 - 2:45 pm Round 1

3:00 - 4:30 pm Round 2

Descriptions and locations below

Box lunches will be provided

4:45 - 6 pm Awards and Reception

Awards and reception, starting with Dean Gladwin remarks at 4:45 pm

The reception will take place in the MSTF atrium from 4:45 to 6 pm. It will be kicked off by an address by Dean Mark Gladwin at 4:45. Following his remarks, there will be an awards ceremony, honoring Pass & Susel and Jamasbi named award winners. Faculty who received teaching awards in their departments or nationally will be recognized as well. A reception with refreshments will follow the award ceremony.

Workshops

1:15 - 2:45 pm Round 1

Mentee-Driven Mentoring. E. Giudice, MD, R. Viscardi, MD, Pediatrics

HSF I room 318

In this workshop, participants will learn about the importance of mentoring and key factors to successful mentoring relationships, with an emphasis on mentee-driven mentoring. They will have the opportunity for self-reflection with individual worksheets and time for sharing with and learning from other workshop participants in small groups. Participants should leave this workshop with new ideas for how they can be a more effective mentee and how they can better guide their mentees as a mentor.

Beyond Feedback Friday: Effective Feedback for Clinical Learners. Peter Jin, MD, Neurology

HSF I room 518

Providing feedback in the clinical learning environment is difficult. Many things work against us, namely time. One-on-one interactions with learners are brief, patient care competes for our attention, and longitudinal relationships are rare. Feedback literature stresses the importance of formative feedback (over summative feedback) and the teacher-learner relationship on the impact of feedback. Even in the face of limited time on the wards, clinical educators can still deliver effective feedback to their learners.

Philanthropy, Networking, and Kevin Bacon. Marjorie Bray and Wayne Hobik (Office of Development), S. Gambert, MD, Medical Director of Philanthropy.

HSF I room 516

Feedback and summative evaluations are contentious topics in medical education. Both students and staff say it is necessary and value it. Students complain that they don't get enough feedback and suggest it is "done to rather than with them." Preceptors providing the evaluations do not think students use these comments to improve and are reluctant to offer negative comments for fear of derailing a trainees' career by creating a "red flag" on their summative evaluations. As we move away from quantitative measures, we need better qualitative measures of learner performance. Where do we begin to untangle this quagmire? This interactive workshop will include a discussion of the following topics:

1. Define the purpose and function of feedback, assessments, and evaluations.
2. Identify the difference between and coach and a judge and reconcile the dual purposes of assessment.
3. Construct a framework for writing informative narrative evaluations based on competencies to provide qualitative information on the learners' performance.

4. Apply this framework to summative evaluations samples and create high quality narrative evaluations.

Making Virtual A Reality: How to Develop A Virtual Shadowing Curriculum. R. Macatangay, MD, Pediatrics.

HSF I room 162 (OME conference room)

Workshop participants will learn about the process of establishing a virtual shadowing curriculum for undergraduate students that allows interaction with faculty, residents, and students prior to applying for medical school.

3:00 - 4:30 pm Round 2

Structuring a Successful Mentoring Program and Writing Effective Letters of Recommendation. Susan Wolfsthal, MD, Danielle Baek, MD, Christina Koch, MD, Dara Farber, MD. Internal Medicine and Pediatrics

HSF I room 318

Having an effective, coordinated, and personalized mentoring program is essential for students and trainees to be successful. Mentoring occurs on multiple levels including personal issues, career planning, curriculum choices, research and residency and fellowship applications. Through an interactive format, we will explore the elements of personal and programmatic mentoring and identity components and metrics for success of your mentees. In addition, we will explore how best to advocate your mentee through your letters of recommendations.

Don't Dim My Light: The Intended and Unintended Impacts of Specialty Disrespect. K. Reavis and K. Hart. Department of Family and Community Medicine at UMD, Department of Family Medicine at Georgetown University SOM

HSF I room 518

Specialty disrespect refers to “an expressed lack of respect among medical specialties that occurs at all levels of training and across geographic, demographic, and professional boundaries, with quantifiable impacts on student well-being and career decision making.” This element of the “hidden curriculum” impacts nearly 80% of medical students and can impact those interested in any specialty. Specialty disrespect has negative impacts not only on students making life-altering career decisions, but also sheds a negative light on the specialty being disrespected and the source specialty. Additionally, since specialty disrespect is often displayed in the form of microaggressions, students may feel that the disrespect is based on personal factors such as gender, race, ethnicity, or sexual identity. Despite acknowledgements of specialty disrespect in the literature, there is a paucity of strategies to address it. During this roundtable discussion, we will address the impact of specialty disrespect, present results of the Specialty Disrespect Survey at Georgetown University SOM and ongoing interventions and develop strategies to combat it in our own institution.

Difficult Conversations: Negotiating your way through life. R. Flint, MD, Emergency Medicine

HSF I room 516

We will work through various difficult conversations and scenarios to learn how to achieve your goal/objective. These scenarios will involve colleague to colleague conversation, direct report conversations, giving feedback as well as negotiating with your supervisor.

Upping your Mentorship Game. J. Martinez, MD and E. Lamos, MD. Office of Medical Education and Office of Student Affairs.

HSF I room 162 (OME conference room)

This session is intended for faculty who provide career/residency mentoring to medical students. We will review the attributes of highly effective mentors. Participants will then be able to practice skills through role-play scenarios and debrief together. Participants will also review internal and national mentoring resources available for use.