# Spring 2023 MELA Education Day
# April 20, 2023

## 12-1 pm Plenary session

**12:00-1:00 pm**

"Bias in Learner Assessment: A Case Study in Medical Education Research". Robin Klein MD, Associate Professor of Medicine, Health Professions Education (HPE), UMB Graduate School

Lunch will be provided

## 1:15-4:30 pm Workshops

**1:15-2:45 pm Round 1**

**3:00-4:30 pm Round 2**

Descriptions and locations below

## 4:45-6 pm Reception and poster session

## Workshops:

### 1:15-2:45 pm Round 1

**Principles of Leadership. Rima Koka, Pathology**

> This interactive workshop will discuss the pioneering work on, and the principles of, good leadership. Some pearls of wisdom from our own institutional leadership will be part of the presentation. Participants will also work on challenging scenarios to stimulate a good discussion. You will get the most out of this workshop by being introspective and willing to discuss your own strengths and weaknesses as a leader.

**Feedback literacy. M. Motta, Neurology**

Feedback and evaluations are a controversial topic in medical education. Both students and staff say it is important and value it. Students often complain that they don't get enough feedback and suggest that it is "done to rather than with them." Staff report providing lots of feedback and evaluations, do not think students use these comments to improve and are reluctant to provide negative comments for fear of derailing a student's career by providing a "red flag" on their summative evaluations. Where do we begin to untangle this quagmire?

**Instructional Design and the Flipped Classroom. Omer Awan, Diagnostic Radiology**

After an introduction into the principles, participants will be asked to design a flipped classroom session for their trainees or medical students. At the end of the session, participants will determine the best way to provide a pre-assignment and conduct the in-person classroom exercise for their learners, learn best practice techniques for future educational sessions.

**Improving Resident Continuity in the Ambulatory Setting. Vandana Racherla, Nisha Divakaruni, Susan Feigelman. Pediatrics**

Continuity of patient care is essential to helping create strong relationships between patients and their providers. Studies have shown that continuity between patients and providers can increase quality of care, improve patient and physician satisfaction while also decreasing health care utilization and reducing health care associated costs. Unfortunately, this continuity can be more challenging to achieve in an academic setting, especially resident driven clinics, given more complexities with scheduling and competing clinical responsibilities. During this session, we hope to understand current approaches to building and maintaining continuity, discuss measurements of continuity and help individuals create tools to improve continuity in their respective clinics.

# 3:00-4:30 pm Round 2

**Taking it to the Finish Line: How to transition your amazing, creative, innovative educational initiatives into academic productivity, scholarship, and publications. R. Carter. Pediatrics**

In this interactive session, participants will learn how to utilize educational initiatives already underway (or in upcoming planning stages) to fulfill scholarship and publication goals. Participants will identify meaningful projects amongst their current educational efforts, understand the conceptual frameworks behind their work, create a strategy for assessment, and understand next steps for bringing their work forward towards dissemination/publication.

**Feedback: Giving and Receiving in an effective, professional manner. R. Flint, Emergency Medicine**

This interactive session will engage the audience in scenarios related to giving and receiving feedback in the professional and personal environment. We will look at the research behind feedback and use scenarios to develop effective communication tools to deliver and receive

feedback. This is a companion to the Difficult Conversations session presented at MELA education day in the fall. We will review some key points of having difficult conversations, but the fall session is not a prerequisite to take the current workshop.

**Crafting a Winning Argument: Skills for Scholarship and Life. Rebecca Blanchard, PhD, Director of Faculty Development at OnlineMedEd and Associate Professor at University of Massachusetts Chan Medical School – Baystate.**

Persuasive scholarly writing is key to sharing new ideas through publications and presentations. In addition to increasing a scholar's influence, mastering the craft of an effective scholarly argument can yield dividends beyond academic discourse by enhancing decision-making, supporting negotiation, and creating an organizing structure for communicating ideas across departments and teams.

While synthesizing literature and communicating it clearly are effective skills, they may not be taught – or taught sufficiently – in health professions programs. Thus, new health professions education scholars and leaders may struggle to organize their thoughts in an academic forum.

In this workshop, we unpack the structure and art of effective scholarly arguments and invite participants to apply these lessons to their own ideas by drafting powerful and clear purpose statements and "hooks." Participants will also identify the next steps to organizing their arguments and tailoring their work to various audiences.

**Leveraging a Regional Network for Fellow Education and Medical Education Research. N. Shah, V. Holden and A. Levine, Internal Medicine, and B. Lee and N. Seam, NIH.**

We have leveraged a regional network of pulmonary & critical care fellowship program leaders to create the Critical Care Educational Research Collaboration. It includes representation from Hopkins, Maryland, NIH, Walter Reed, Georgetown, GW, Howard, MedStar Washington Hospital Center, UVA, and Pittsburgh. We will discuss the way we started, the creation of the DC5 Critical Care and Pulmonary lecture series, and the Educational Research Collaboration. We will share research that has been published as well as what is in the pipeline and discuss successes and pitfalls in the creation of this collaboration.