

How to Give Effective Feedback

Wednesday, May 21, 2003
5:15 PM to 8:00 PM

Riley Outpatient Center

Statement of Purpose

The Department of Medicine is committed to providing the highest quality learning environment for our medical students, residents, and fellows. As a part of this commitment, we introduce the Faculty Enrichment and Educational Development (FEED) Series, a quarterly offering of key topics in clinical teaching. These workshops will provide an opportunity for the department faculty to improve their teaching skills in a collegial and fun environment.

Giving effective feedback is a highly difficult task for all physicians in a supervisory role. As a Department, it is one of our lowest scoring categories when we are evaluated on our teaching skills. As such, this will be the focus of this first FEED Series Workshop.

Learning Objectives

At the conclusion of this program, participants should be able to:

1. Assess and provide effective feedback to their learners.
2. List the key characteristics of valuable feedback, corrective and reinforcing.
3. Identify problems other faculty may have with giving feedback.
4. Create collegiality among the faculty.
5. Review the barriers to effective feedback in clinical medical education.

Schedule of Events

5:15 p.m. – 5:50 p.m.	Registration and Buffet Dinner
5:50 p.m. – 6:00 p.m.	Welcome and Introduction to Series David Crabb, MD
6:00 p.m. – 6:30 p.m.	The Basics of Giving Effective Feedback Glenda Westmoreland, MD
6:30 p.m. – 6:50 p.m.	A Live Demonstration Alex Djuricich, MD Palmer MacKie, MD
6:50 p.m. – 7:00 p.m.	Break
7:00 p.m. – 7:40 p.m.	Small Group Activity
7:40 p.m. – 8:00 p.m.	Small Group Summaries Wrap Up and Evaluations Lia Logio, MD

Accreditation Statement

Accreditation: The Indiana University School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Credit: The Indiana University School of Medicine designates this educational activity for a maximum of 2.0 hours in Category 1 credit towards the AMA Physician's Recognition Award. Each physician should claim only those hours of credit that he/she actually spent in the educational activity.

Disclosure: All faculty are expected to disclose relationships with commercial grantors or products. Faculty are also expected to identify trade names, investigational products, and unlabeled uses that are discussed in their presentations.

Commercial Support: This CME activity does not have any commercial support.

**Itinerary for FEED Session
October 13, 2004
5:00 to 7:00 PM**

**Teaching Caring Attitudes:
Practical Professionalism**

5:00	Registration and Buffet Dinner	
5:30	Welcome	Bob Vu
5:40	Teaching Caring Attitudes Framework	Meg Gaffney Deb Litzelman
6:00	Video Vignettes	
6:15	Small Group Sessions	
6:45	Wrap Up and Evaluations	
7:00	Adjournment Dessert and Coffee for those interested in continuing the conversation	

Goals and Learning Objectives:

- Identify and categorize a wide range of behaviors manifesting attitude content.
- Examine and practice the response of active listening.
- Identify and categorize potential educational interventions clinical teachers can use to address attitude content.
- Practice skills in applying educational interventions focusing on challenging attitudinal content which frequently arise in clinical teaching settings.

Physician as Patient

*Wednesday, February 16, 2005
5:00 PM to 7:00 PM*

*Riley Outpatient Center
Lower Level*

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Understanding the patient's perspective is often difficult for physicians in training since they are largely healthy and have not personally experienced life-threatening diseases. At some point in the life course we all become patients regardless of our occupations or professions. This workshop provides a unique opportunity to hear the reflections of several prominent physician faculty members who have been patients and the loved ones who have cared for them. After hearing their stories, participants will have an opportunity to break into small groups to talk about their own experiences in teaching or living the sick role.

Learning Objectives

During this two-hour workshop, participants will:

1. To learn about suffering from the unique perspective of physicians who have been patients.
2. To illuminate the challenges and opportunities for family members and care-givers when the patient is a physician.
3. To share our own health care and educational experiences with colleagues in order to foster better awareness of suffering.
4. To discuss the role of empathy and compassion in medical education and care.

Schedule of Events

5:00 p.m. – 5:30 p.m.	Registration and Buffet Dinner
5:30 p.m. – 5:35 p.m.	Welcome and Introduction Alan Schmetzer
5:35 p.m. – 6:00 p.m.	View video vignettes of several prominent faculty physicians and their spouses describing their experiences of coping with serious illness
6:00 p.m. – 6:45 p.m.	Small Group Sessions
6:45 p.m. – 7:00 p.m.	Wrap Up and Evaluations
7:00 p.m.	Adjournment and Informal Discussion (<i>Optional</i>) Dessert and Coffee

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Disclosure: As a provider accredited by ACCME, Indiana University School of Medicine's Division of Continuing Medical Education must ensure balance, independence, objectivity and scientific rigor in its educational activities. All faculty are required to disclose relationships with commercial grantors or products. Faculty are also required to identify trade names, investigational products, and unlabeled uses that are discussed in their presentations. Disclosure will be published in course materials so participants may formulate their own judgment regarding the presentation.

Commercial Support: This CME activity does not have any commercial support.

Where have all the Mentors Gone?

The Answer Will Surprise You.

Thursday, October 20, 2005

5:00 PM to 7:00 PM

Riley Outpatient Center

Statement of Purpose

The need for mentoring is great, however, the availability of mentors is rapidly declining. Knowledge of how to mentor will not reverse this trend. Are we doomed to watch this demise of mentoring continue? Only if we persist in applying the strategies for solving complicated problems to this extraordinarily complex situation.

Learning Objectives

During this two-hour workshop, participants will:

- Briefly examine state-of-the-art materials for mentoring in academic medicine.
- Consider a new hypothesis for why mentoring is eroding.
- Analyze strategies for investigating and understanding problems within complex systems.
- Practice a new skill for engaging colleagues in discovering new knowledge as it relates to mentoring.

Schedule of Events

5:00 p.m. – 5:30 p.m.	Registration and Buffet Dinner
5:30 p.m. – 6:00 p.m.	Introduction to Complexity Stephen Bogdewic, PhD & Lia Logio, MD
6:00 p.m. – 6:45 p.m.	Small Group Session
6:45 p.m. – 7:00 p.m.	Wrap Up and Evaluations
7:00 p.m.	Dessert and Coffee (<i>Optional</i>)

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The Problem Learner

Wednesday, February 22, 2006

5:00 PM to 7:00 PM

Riley Outpatient Center

Lower Level – Rooms A and B

Statement of Purpose

Learners come in varying degrees of aptitude and attitude. Faculty need skills to identify and remediate learning problems in an efficient manner. This workshop provides needed background on various learning problems and helps faculty to develop management strategies.

Learning Objectives

During this two-hour workshop, participants will:

- Faculty will categorize some of the learning problems that arise when working with residents or students
- Faculty will develop specific strategies for assessing, diagnosing and responding to these problems

Schedule of Events

5:00 p.m. – 5:30 p.m.	Registration and Buffet Dinner
5:30 p.m. – 5:45 p.m.	Background Material Jean Pappas Molleston, MD
5:45 p.m. – 6:15 p.m.	Small Group Session
6:15 p.m. – 6:45 p.m.	Large Group Discussion
6:45 p.m. – 6:55 p.m.	The Problem Teacher
6:55 p.m. – 7:00 p.m.	Commitment and Evaluations
7:00 p.m.	Dessert and Coffee (Optional)

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The Indiana University School of Medicine

Faculty Enrichment and Educational Development (FEED) Series
Presents

The Art of the Oral Presentation

Wednesday, April 12, 2006 - 5:00 PM to 7:00 PM

Riley Outpatient Conference Center, Lower Level - Rooms A and B

Statement of Purpose

Student and interns-in-training have great angst about giving oral presentations during attending rounds on patients they have admitted. The faculty need skills to identify and remediate students who give haphazard or “chaotic” presentations. This workshop provides a background on various problem issues with learner oral presentations and helps faculty to develop techniques for feedback to learner presenters to improve their presentations. A framework for how to approach “The Oral Presentation” will be discussed.

Learning Objectives

During this two-hour workshop, participants will:

- Review video examples of common student/intern problems with the skill of the oral presentation that arise during attending rounds
- Practice giving learners feedback on how to improve their oral presentations
- Describe a framework for how to approach the “Oral Presentation”

Schedule of Events

5:00 p.m. – 5:30 p.m.	Registration and Buffet Dinner
5:30 p.m. – 5:45 p.m.	Framework of “Oral Presentations” – Kathy Zoppi, PhD and Kurk Kroenke, MD
5:45 p.m. – 6:00 p.m.	View video examples of oral presentation
6:00 p.m. – 6:20 p.m.	Small Group Session – Role Plays
6:15 p.m. – 6:45 p.m.	Large Group Discussion - Alex Djuricich, MD
6:45 p.m. – 7:00 p.m.	Summary and evaluation
7:00 p.m.	Dessert and Coffee (Optional)

Patient Centeredness Learner Centeredness Relationship Centeredness

FEED Series
August 23, 2006

Glenda Westmoreland, MD
Kathleen Zoppi, PhD, MPH
Meg Gaffney, MD

Statement of Purpose

Physicians recognize the fundamental importance of establishing a real connection with their patients and learners. To do so is not necessarily easy, especially in our modern society of diverse values, beliefs, cultures etc. Physicians need tools to help explore patients' and students' values, recognize cultural issues, and to express empathy and honest respect for different points of views. This workshop will explore three approaches that clinicians and teachers may find useful in their daily encounters with patients and learners.

Objectives

By the end of this workshop attending participants will be able to:

1. Understand the 4 Habits model of interviewing.
2. Understand the 3 points in the 'negotiated accommodation' model of the physician patient interaction and its applicability in clinical teaching.
3. Understand the "Value Matrix" model for eliciting values and choices.
4. Practice using one or more of the above in small group case discussion.

Timeline

5:00 – 5:30	Dinner
5:30 – 6:00	Didactic: 4 Habits, Negotiated Accommodation, Value Matrix
6:05 – 6:45	Small group case discussion and role plays
6:45 – 7:00	Large group wrap up and evaluations
7:00 – 7:15	Dessert and Coffee (optional)

Faculty Enrichment and Educational Development (FEED) Series

Presents

“Getting to ‘No’: Setting Limits with Patients”

October 12, 2006

5:00 PM to 7:00 PM

*Riley Outpatient Conference Center, Lower Level - Rooms A and B
Indianapolis, IN 46202*

Statement of Purpose

Limit setting with patients is an important component of professionalism and satisfaction at work. Few formal opportunities to learn about and discuss limit setting currently exist for practicing physicians. The purpose of this session is to review current evidence about the importance of limit setting in medical practice, to identify situations in which limit setting is necessary and appropriate, and to practice skills for successfully setting limits with patients, colleagues and team members.

Learning Objectives

At the conclusion of this workshop participants will be able to:

1. Describe the essential elements of limit setting in medical practices and the effect(s) of these elements on outcomes of care.
2. Identify and discuss a range of situations in working with patients, colleagues and team members in which limit setting is important.
3. Improve skills in setting limits with others in professional practice.

Schedule of Events

5:00 p.m. – 5:30 p.m.	Registration and Buffet Dinner
5:30 p.m. – 5:45 p.m.	Introduction
5:45 p.m. – 6:05 p.m.	Getting to ‘No’: Setting Limits in Professional Practice
6:05 p.m. – 6:45 p.m.	Small Group Activity
6:45 p.m. – 7:00 p.m.	Wrap up and Evaluations
7:00 p.m.	Dessert and Coffee (Optional)

The Indiana University School of Medicine

**Faculty Enrichment and Educational Development
(FEED) Series**

Presents

Light the Fire: Don't Fill the Bucket
How to give an Effective Lecture

Wednesday, February 28, 2007

5:00 PM to 7:00 PM

Riley Outpatient Conference Center, Lower Level - Rooms A and B
Indianapolis, IN 46202

Statement of Purpose

Faculty often find themselves in a position in which they've been asked, or it's easiest, to lecture. During this highly interactive session workshop, participants will discuss when a lecture format is most appropriate, how to structure a lecture for maximum effectiveness, and how to engage learners during a lecture.

Learning Objectives

During this two-hour workshop, participants will:

- Discuss the appropriate use of the lecture approach to teaching.
- Outline various ways to engage learners during a lecture.
- Identify how they can enhance their lectures.

Schedule of Events

5:00 p.m. – 5:30 p.m.	Registration and Buffet Dinner
5:30 p.m. – 5:50 p.m.	Lecture: "When do you Fill the Bucket?" Megan Palmer, Office of Professional Development
5:50 p.m. – 6:10 p.m.	Preparing to Light the Fire: Organizing an Effective Lecture
6:10 p.m. – 6:35 p.m.	Lighting The Fire: Engaging Learners during Lectures
6:35 p.m. – 6:45 p.m.	Discussion
6:45 p.m. – 7:00 p.m.	Wrap up and Evaluation
7:00 p.m.	Dessert and Coffee (Optional)

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The Indiana University School of Medicine

**Faculty Enrichment and Educational Development
(FEED) Series**

Presents

**You Stepped in My Soup:
Managing Difficult Conversations**

April 11, 2007

5:00 PM to 7:00 PM

*Riley Outpatient Conference Center, Lower Level - Rooms A and B
Indianapolis, IN 46202*

Statement of Purpose

Professionals with expertise in their fields can have strong opinions. Navigating the various stakeholders in the complex environment of an academic medical center requires specific skills in managing differing opinions and dealing with conflict. In this new era of healthcare with a focus on patient safety, accountability for self and for the system is critical. The skills taught in this workshop will help faculty practice this important skill.

Learning Objectives

During this two-hour workshop, participants will:

- To demonstrate the use of conversation cafes as a means to deal with complexity.
- To identify barriers to managing a difficult conversation.
- To identify effective strategies for managing difficult conversations.

Schedule of Events

5:00 p.m. – 5:20 p.m.	Registration and Buffet Dinner
5:20 p.m. – 5:30 p.m.	Introduction – Dr. Stephen Bogdewic
5:30 p.m. – 5:50 p.m.	World Café Question #1
5:50 p.m. – 6:10 p.m.	World Café Question #2
6:10 p.m. – 6:30 p.m.	World Café Question #3
6:30 p.m. – 6:40 p.m.	Summary and Wrap Up – Dr. Lia Logio
7:00 p.m.	Dessert and Coffee (Optional)

*An activity offered by
The Department of Medicine and the Office of Faculty Affairs & Professional Development*

The Indiana University School of Medicine

Faculty Enrichment and Educational Development (FEED) Series

Presents

***The Power of Death:
Teaching and Learning around Death and Dying***

Wednesday, August 22, 2007

5:00 PM to 7:00 PM

*Riley Outpatient Conference Center, Lower Level - Rooms A and B
Indianapolis, IN 46202*

Statement of Purpose

To understand the emotional experiences of physicians who care for dying patients and to identify educational opportunities for improving patient care and physician well-being.

Learning Objectives

- Reflect on personal experiences of caring for dying patients
- Enhance understanding of personal responses to death and dying
- Appreciate the breadth of experiences and responses of others in caring for dying patients

Schedule of Events

5:00 p.m. – 5:30 p.m.	Registration and Buffet Dinner
5:30 p.m. – 5:40 p.m.	Welcome and Introduction
5:40 p.m. – 5:50 p.m.	Reflective Activity
5:50 p.m. – 6:45 p.m.	Small Group Activity
6:45 p.m. – 7:00 p.m.	Wrap-up and Evaluations
7:00 p.m.	Dessert and Coffee (Optional)

Faculty Enrichment and Educational Development (FEED) Series

Presents

The Scholarship of Education

Wednesday, October 17, 2007

5:00 PM to 7:00 PM

Riley Outpatient Conference Center, Lower Level - Rooms A and B
Indianapolis, IN 46202

Statement of Purpose

Education is one of the core missions of the medical school. Teaching has always been an expected core activity for faculty members. Recently, scholarship in the educational arena has taken on new meaning and importance. In this workshop, participants will review the scholarship of education and will work together in groups to discuss ways to improve and document the quality their own teaching, and curricular materials. FAQs and Tips will be covered and take home tools will be provided.

Learning Objectives

At the end of the workshop, participants will:

1. Be able to list and define four types of scholarship for medical educators
2. Have access to tools and assessments for evaluating, improving and documenting education efforts (examples include peer assessment forms and curriculum review forms).
3. Be familiar with systems on the IUPUI and IUSM campuses and at the national level that can aid them in their teaching and overall educational activities (examples include MedEdPortal and the Center for Teaching and Learning within the Office of Professional Development).
4. List and understand the appropriate documentation of educational activities and products critical for faculty promotion and tenure.

Schedule of Events

5:00 p.m. – 5:30 p.m.	Registration and Buffet Dinner
5:30 p.m. – 5:40 p.m.	Welcome and Introduction
5:40 p.m. – 6:00 p.m.	Mini-topic on the Scholarship of Education, FAQs, and Tips for Medical Educators
6:00 p.m. – 6:55 p.m.	Small group discussion about ways to improve and document education activities
6:55 p.m. – 7:00 p.m.	Wrap up and Evaluations
7:00 p.m.	Dessert and Coffee (Optional)

The Indiana University School of Medicine

**Faculty Enrichment and Educational Development
(FEED) Series**

Presents

“Beginning Guide to the Grant Submission Process”

Wednesday, February 20, 2008

5:00 PM to 7:00 PM

*Riley Outpatient Conference Center, Lower Level - Rooms A and B
Indianapolis, IN 46202*

Statement of Purpose

The goal of this workshop is to provide an introduction and overview to the administrative components of the research grant submission process at the Indiana University School of Medicine.

Learning Objectives

During this two-hour workshop, participants will:

- Develop an understanding of the overall process of grant writing and the grant review process
- Identify tips on how to find different sources of funding
- Appreciate the specific details of the administrative requirements for grant submission
- Share advice on how to be prepared in advance for this most critical aspect of the grant submission process

Schedule of Events

5:00 p.m. – 5:30 p.m.	Registration and Buffet Dinner
5:30 p.m.—6:00 p.m.	The Unwritten Advice You Need to Submit A Grant at IUSM Brenda Grimes, PhD, Randy Brutkiewicz, PhD, and Charles Kahi, MD
6:00 p.m. – 6:45 p.m.	Small group Activity
6:45 p.m. – 7:00 p.m.	Wrap up and Evaluation
7:00 p.m.	Dessert and Coffee (Optional)

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*The Indiana University School of Medicine
Office of Faculty Affairs and Professional Development*

**Faculty Enrichment and Educational Development
(FEED) Series**

Presents

Emerging Technologies in Education

iPods, Blog, Wikis....What's it all about?
How do I use them for teaching and learning?

*April 16, 2007
5:00 PM to 7:00 PM*

Riley Outpatient Conference Center, Lower Level - Rooms A and B

*Presenters: Megan Palmer, Ph.D., Tom Janke, Randy Newbrough
IUPUI Center for Teaching and Learning*

Statement of Purpose

This workshop will help medical educators explore an assortment of the newest technological tools, see examples of how faculty have incorporated these technologies into an established curriculum, and learn strategies to integrate technology into your teaching.

Learning Objectives

During this two-hour workshop, participants will:

- Become familiar with new technologies available for use in teaching
- See examples of the uses of emerging instructional technology
- Evaluate the effectiveness of emerging IT for use in your own instruction

Schedule of Events

5:00 – 5:30 PM	Registration and Buffet Dinner
5:30 – 6:00 PM	Overview of Emerging IT
6:00 – 6:45 PM	Technology Showcase
7:00 PM	Dessert and Coffee (optional)

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The Indiana University School of Medicine

Faculty Enrichment and Educational Development
(FEED) Series

Presents

The Art of Collaboration

Skills in Working Together: MDs, PhDs, RNs

Presenter: Chris Callahan

Wednesday, August 20, 2008

5:00 PM to 7:00 PM

*Riley Outpatient Conference Center, Lower Level - Rooms A and B
Indianapolis, IN 46202*

Schedule of Events

5:00 p.m. – 5:30 p.m.	Registration and Buffet Dinner
5:30 p.m. – 6:00 p.m.	Introduction
6:00 p.m. – 6:45 p.m.	Small Group Session
6:15 p.m. – 6:45 p.m.	Large Group Discussion
7:00 p.m.	Dessert and Coffee (Optional)

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