

SYMPOSIUM FOR INNOVATION IN MEDICAL EDUCATION

May 17, 2024
1:30 - 4:30 PM

1. Hungry for Feedback? No more sandwiches; give them Ask-Tell-Ask!

Jennifer Yu, MD, Aarti Patel, MD, Kay Rhee, MD, Elise Zimmerman, MD

Internal and ACGME survey results often show that trainees are looking for more feedback than what is currently provided. Come learn a new, more effective, easy-to-remember model of feedback that is an upgrade from the old "Feedback Sandwich" to improve trainee self-assessment and communication skills, trainee satisfaction with feedback, and your own sense of satisfaction with efficacious feedback. We will teach participants the Ask-Tell-Ask model of feedback, how to make feedback a two-way conversation, and how to elicit feedback on their own performance from trainees. We will then have an interactive session during which participants will have a chance to practice their newly acquired skills through role play in a low-stakes environment.

2. Elevating Education: Harnessing TBL to Propel Students to the Peak of Bloom's

Taxonomy

Steve Schneid, MPHE, Katharina Brandl, RPh, PhD, Maryum Haidari, Rachel Bryant, Sabrina Chriqui, Clifford He

Health professions programs aspire for learning objectives that go beyond simple memorization or pattern recognition, seeking higher cognitive levels with appropriately aligned assessment items. These more challenging items are particularly advantageous for active learning exercises that involve collaborative problem-solving among students such as team-based learning (TBL). As active learning has been shown to improve student performance relative to passive, lecture-based instruction, it is critical to develop problem scenarios that encourage students to apply their foundational scientific knowledge to clinical scenarios through social engagement in joint problem-solving sessions with their peers. Problems that incorporate novel clinical and experimental scenarios that the students have not encountered along with graphical interpretation of data can be used in the readiness assurance process of TBL to stimulate collaboration and problem-solving. These types of problems are also essential to an effective TBL application exercise as well. In order for the successful incorporation of problems that are at the top of the hierarchy of Bloom's taxonomy into TBLs, the prework has to engage students by being consistent and streamlined in order to prepare for the active learning session. Medical schools that are encouraging more student autonomy with asynchronous learning are making the limited classroom time a meaningful experience through the implementation of active learning strategies such as TBL. In order for this approach to be successful in promoting collaboration and higher-order thinking, the problems need to explore the boundaries of the learner's knowledge.

3. Developing, Implementing, and Sustaining Student-led Pre-Clinical Electives to Foster Empathy and Compassion

Lisa Eyler, PhD

The Sanford Institute's Center for Empathy and Compassion in Medical Education has supported the development, implementation, and testing of several student-led pre-clinical elective courses in the UC San Diego School of Medicine. In this workshop, a team of faculty and students will describe some of these elective offerings, provide insight on how they were created and taught, and share evaluation results. We will also describe ongoing efforts to sustain these elective offerings and engage participants in discussion about how best to support their longevity. Online tools for brainstorming and polling will be used to encourage discussion and enhance interactivity. Participants will gain knowledge to help support future student-faculty collaborative medical education curricula.

4. A History of Medical Maltreatment of African Americans

Yendi N. Linares, MD, FAAP [Co-chair DEI Committee, CPCMG]

Discussion on the history of medical maltreatment of African Americans in the US and frameworks for addressing health disparities with culturally responsive healthcare.