

FIRST ANNUAL

# UTMB EDUCATION --- SYMPOSIUM

MAY 16, 2008

GALVESTON ISLAND CONVENTION CENTER

5600 SEAWALL BOULEVARD  
GALVESTON, TEXAS

presented by



UTMB

Academy of Master Teachers

The University of Texas Medical Branch





Welcome to the first annual UTMB Education Symposium! The Academy of Master Teachers wishes to thank its members for their dedication and commitment to this project. In particular we wish to recognize the members of the AMT Faculty Development Team for their vision of this event and their persistence in the pursuit of excellence.

Daniel M. Breitkopf, MD (Team Leader)  
Judith F. Aronson, MD  
Jose L. Gonzalez, MD, MS Ed, Esq  
Ruth E. Levine, MD  
Juliet McKee, MD  
Virginia N. Niebuhr, PhD  
Patricia A. Rogers, MD  
Judith Rowen, MD  
William D. Willis, Jr., MD, PhD

For our very first Symposium, we are extremely honored by the presence of **Darrell G. Kirch, MD**, President and CEO of the AAMC. A distinguished medical scientist, educator, physician, and noted authority on organization and management issues at academic medical centers, Dr. Kirch has graciously agreed to present our luncheon's keynote address.



Before becoming the AAMC's fourth president, Dr. Kirch was selected to be chair-elect of the association, and served as the co-chair of the Liaison Committee on Medical Education (LCME) and as a member-at-large of the National Board of Medical Examiners (NBME). He also has served as chair of the AAMC's Council of Deans Administrative Board and as chair of the American Medical Association's Section on Medical Schools.

Dr. Kirch is a native of Denver and received both his BA and MD degrees from the University of Colorado. He has had an active career as a clinician and researcher, and has held medical faculty positions at Penn State, the Medical College of Georgia, and George Washington University. Dr. Kirch is an active member of several professional societies, including the American

College of Psychiatrists, the American Medical Association and the American Psychiatric Association. A prolific writer and public speaker, he has published more than 100 articles and made over 130 presentations to national medical and scientific organizations.

We are equally pleased to present **Amy V. Blue, PhD** as our morning's plenary speaker. Dr. Blue is the Assistant Provost for Education and Director of the MUSC "Creating Collaborative Care" interprofessional education initiative at the Medical University of South Carolina. She has been involved in medical education at MUSC as the Associate Dean for Curriculum and Evaluation until March 2008, and prior to coming to MUSC in 1998, was involved in medical education at the University of Kentucky for several years. Her doctorate is in medical anthropology from Case Western Reserve University, Cleveland, and she completed a two year NIMH post-doctoral fellowship in Behavioral Sciences at the University of Kentucky College of Medicine. Dr. Blue teaches at MUSC in the first year faculty development fellowships. She engages in medical education research with studies published in the areas of medical student community service, admissions, communication skills outcomes, and curriculum development and evaluation. Dr. Blue is the former president of the Southern Group on Educational Affairs and will be discussing interprofessional education.



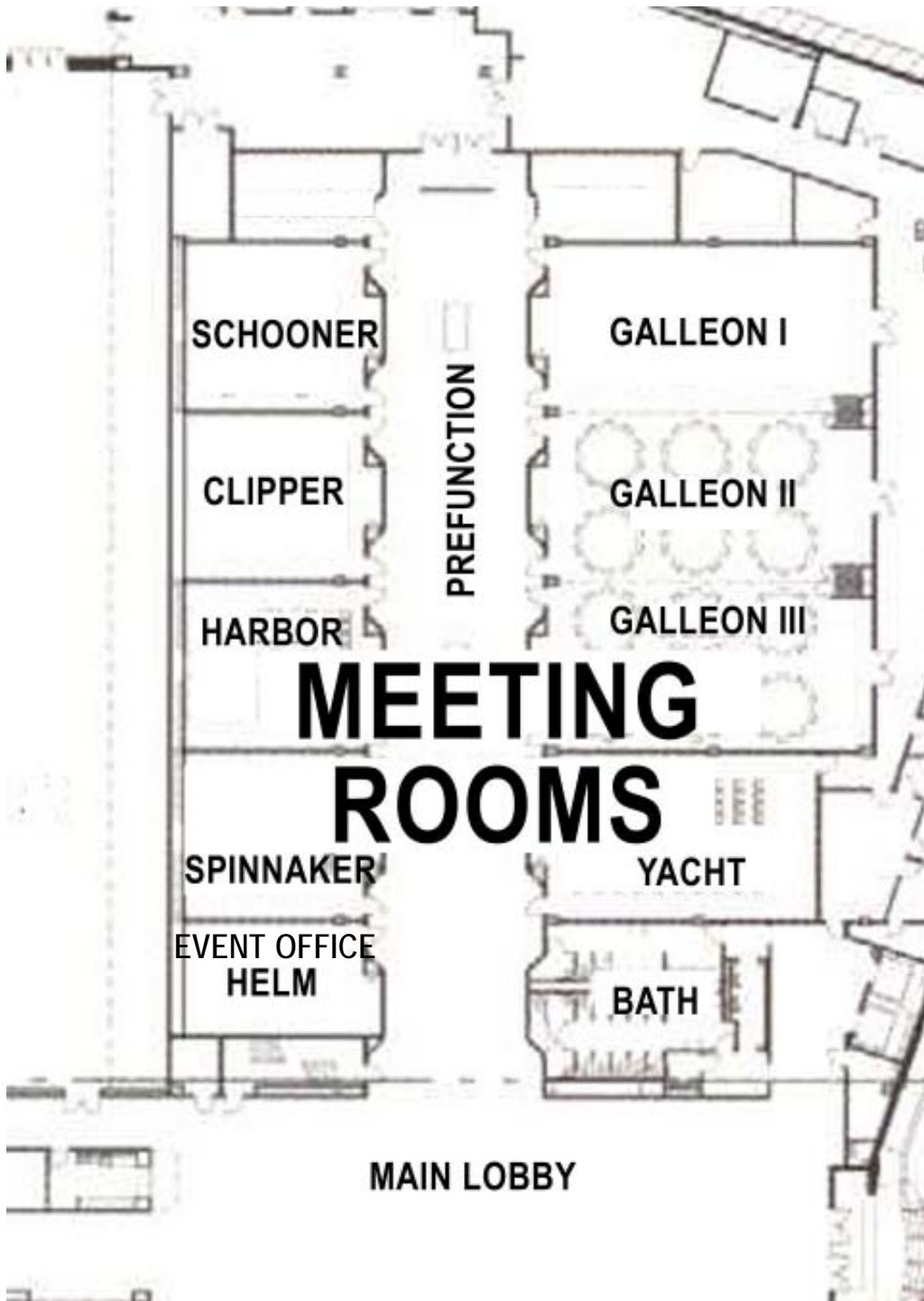


## ITINERARY

Registration & Breakfast	7:30 - 8 AM
Plenary Session	8 - 8:45 AM
Oral Presentations	8:45 - 9:45 AM
Break	9:45 - 10 AM
Workshops	10 - 11:45 AM
Break	11:45 - 12 NOON
Lunch & Keynote Address	12 - 1 PM
Posters & Demonstrations	1 - 2:30 PM
Workshops	2:30 - 4:15 PM
Break	4:15 - 4:30 PM
Awards Ceremony & Closing	4:30 - 5:00 PM







# MEETING ROOMS



## AGENDA

- Registration & Breakfast** 7:30 - 8 AM  
**MAIN LOBBY**  
*The registration desk is located on the Southeast side of the main lobby. It will be staffed throughout the day. Registration is required for all programs and breakfast & lunch.*
- Plenary** 8 - 8:45 AM  
**GALLEON I & II**  
**“Introducing Interprofessional Education Across Campus: One Institution’s Experience”**  
*Amy Blue, PhD*  
**Objectives:** *At the end of this session, the learner should be able to:*  
  - Describe one institution’s approach for creating an interprofessional learning environment, including examples of learning activities
  - Discuss challenges and potential solutions to implementing interprofessional education
- Oral Presentations** 8:45 - 9:45 AM  
**GALLEON I & II**  
**“Assessment of Residents’ Physical Examination Skills”**  
*Lee Grumbles, MD*  
*Collaborator: Karen Szauter, MD*  
**Abstract:** *There is a national concern among educators about the proficiency of medical students’ physical examination skills. Residents are role models in the clinical setting for PE skills. We performed this study to address the technical quality of UTMB Internal Medicine residents in PE skills.*
- “Funding the Education Mission: A System for Allocating Funds to Departments for Faculty Teaching Efforts”**  
*Steven A. Lieberman, MD*  
**Abstract:** *Prior to 2005, state dollars received by the SOM for educating medical students were allocated to departments based on historical arrangements. The lack of explicit funding for teaching made it a functionally “unfunded” activity for most faculty members, rendering it the most vulnerable activity in times of financial difficulty. In order to protect the education mission, the SOM has developed and implemented a methodology for allocating state education funds to departments based on faculty efforts in teaching medical students.*
- “Mind-Body Skills in Training and Practice: Barriers and Solutions”**  
*Victor Sierpina, MD*  
*Collaborators: Ruth E. Levine, MD; John Astin, PhD; Alai Tan, PhD; Michael Olson, PhD; Catalina Triana, MD; Juliet McKee, MD*  
**Abstract:** *Training in biobehavioral, mind-body skills is often inadequate during both undergraduate and post-graduate medical education. As a result, clinicians are often uncomfortable or unable to prescribe, explain, or refer patients to mind-body therapies for stress management such as relaxation exercises, deep breathing methods, biofeedback, and imagery. Given the role of stress in many medical conditions, improving training in these methods offers substantial and cost-efficient health benefits to individuals, professionals, and to health care system as a whole.*



(oral presentations continued)

**“Peer Evaluation in Clerkship Team-Based Learning Small Groups: The Influence of Experience and Formative Evaluation”**

Ruth E. Levine, MD

Collaborators: Gayle Olson, MD; Paul Haidet, MD, MPH; Britta Thompson, PhD

**Abstract:** Peer evaluation is an essential component of the small group based instructional strategy known as Team Based Learning (TBL), yet students have little background with peer evaluation, and struggle with the task of evaluating and providing feedback to their peers. The purpose of this presentation is to examine the influence that experience with peer evaluation plays in the students’ ability to discriminate among their peers and to evaluate the influence of a midpoint “formative” peer evaluation.

**Break**

9:45 - 10 AM

Coffee and Snack Station located in Main Lobby

**Workshops**

10 - 11:45 AM

**CLIPPER**

**“Interactive Theater: An Experiential Dialogue & Problem-Solving Session for Nursing Staff Managing Verbally Abusive Families”**

John Sullivan; Anne Meng, MN, CPNP

**Abstract:** Pediatric nurses in direct patient care identified an increase in their frequency and severity of verbal abuse directed at staff from patients and families. Results of targeted surveys indicated higher frequencies of verbal abuse in chronic and intensive care units. To address workplace safety and effects of verbal abuse on personnel and patient care, an eight-hour workshop in two parts combined didactic presentation of project model, discussion of violence/abuse characteristics, and psychological/job performance effects of abuse with interactive drama simulations for development and practice of assertive behavior skills outlined in didactic segment. For symposium purpose, this presentation introduces concept model in brief, and focuses directly on connection of dramatic techniques with model-based content.

**SCHOONER**

**“Turning Educational Practice into Scholarship”**

Barbara Ferrell, PhD; Ann Frye, PhD; Karen Szauter, MD

**Abstract:** Changes in the health professions education enterprise within the past 10 years have created a “crisis of mission” for faculty. Focus on clinical revenue and external funding for bench research have placed pressure on those faculty who choose to emphasize teaching as their primary goal. Recognition of educational effort as a career track has been slow to evolve. The purpose of this workshop is to help teaching faculty identify ways in which they can develop educational scholarship from their daily educational activities, scholarship meeting the commonly-held criteria of rigor and quality. Such scholarship would then assist them to obtain promotion and other forms of recognition for their educational work.

**SPINNAKER**

**“Reviewing Curriculum in Resource Limited Countries”**

(Small Group Discussion)

Vicki Freeman, PhD

**Abstract:** Participants will learn about PEPFAR, an international relief effort to increase laboratory capacity in high incidence AIDS countries. Discussion will focus on how consultants perform assessments of current lab conditions and provide training of laboratory professionals on quality assurance and HIV testing for sustainability purposes and on initiatives to review laboratory teaching programs’ curriculum and provide updated content. The discussion will then be opened to how other health care programs could impact the professional education in resource limited countries.



(workshops continued)

## HARBOR

### **“Teaching Evidence-Based Medicine in UTMB’s Integrated Medical Curriculum”**

Rolf Konig, PhD; Julie M. Trumble

**Abstract:** Evidence-based medicine (EBM) integrates the best available evidence from clinical research, the physician’s clinical expertise and experience, and the patient’s unique circumstances and expectations. The importance of practicing EBM stems from a need to combine diagnostic skills and sound clinical judgement with up-to-date knowledge in the areas of diagnosis, prognosis, therapy, and prevention. The clinician is confronted with an increasing amount of information and must acquire the skills necessary to sift through this information in minimal time in order to benefit from research progress and apply new information to the treatment of patients. UTMB’s Integrated Medical Curriculum (IMC) provides the ideal ground to foster acquisition of these skills so that the students can refine them in their clinical years. This workshop is targeted towards faculty who teach in the IMC and want to learn about EBM.

Break

11:45 - 12 NOON

Lunch & Keynote Address

12 - 1 PM

## **GALLEON I, II & III**

### **“Master Teachers and Eager Learners: Crossing the Cultural Divide”**

Darrell Kirch, MD

**Objectives:** At the end of this session, the learner should be able to:

- Understand the power of culture in determining the overall performance of the academic medical center
- Identify actions that can be taken to shift an academic health care organization toward a more positive culture
- Be able to enumerate the changes required in the continuum of medical education to achieve a better culture in health care

Posters & Demonstrations

1 - 2:30 PM

## **DEMONSTRATIONS - YACHT**

### **“Design a Case Template: An Online Authorizing Tool for Developing Interactive Web-Based Cases in Medical Education”**

Gurjeet Shokar, MD; Robert Bulik, PhD; Darren Burns

### **“Incorporating Learning Objectives into Specific Course Material”**

Vicki Freeman, PhD; Michelle Kanuth, PhD

### **“Feedback to Students Using Voice-Only MP3 Files”**

Bruce Niebuhr, PhD; Barbara Lyons, MA, PA-C

### **“A Media Tool for Community-Based Physician Educator Development”**

Pamela Hentschel, MS; Michael Ainsworth, MD

### **“Web-Based Video Recorded Evaluations to Assess Resident Competencies: Web-Based Video Is Easier Than You Think!”**

Virginia Niebuhr, PhD; Patricia Beach, MD; Cassandra Pruitt, MD; Peter McClain; Jose Gonzalez, MD



(demonstrations continued)

**“Survey of Web-Based Tools in UTMB Blackboard/WebCT Courses”**

Annette Ayala; Donald Brunder, MD; Molly Hamilton; Olu Koleosho; David Stoner; Ronald Williams, MEd, MS

**“Applications of Virtual Microscopy Across the Pre-Clinical Curriculum at UTMB”**

Judy Aronson, MD; Annette Ayala; Norma Rubin, PhD; Randy Given, PhD; Greg Asimakis, PhD

**“A Virtual Classroom: Teaching Skills and Knowledge of Ophthalmology to Primary Care Residents and Medical Students by an Inter-Active Web-Based Program”**

Syed S. Azhar, MD, MBA; Ronald Williams, MEd, MS

**“Electronic Portfolio: A Tool for Self-Directed, Reflective Learning”**

Lisa Nash, DO; Darren Burns, BS; Ronald Williams, MEd, MS

**“Arthrocentesis and Simple Joint Injection Techniques”**

Swati Kumar, MD; Emilio Gonzalez, MD

**POSTERS - PRE-FUNCTION AREA**

**“Relating Clinical Skills Exam Performance to Clerkship Completion Status: Even Students Without Previous Clerkship Failures are at Risk”**

Michael Ainsworth, MD; Karen Szauter, MD

**“Integrative Medicine in Residency: Results of a Needs Assessment From 8 Family Medicine Residency Programs”**

Victor Sierpina, MD; Patricia Lebensohn, MD; Rita Benn, PhD; Paula Cook, BA; Victoria Maizes, MD

**“An Innovative Teaching Method: Improving on Obstetrics & Gynecology Clerkship with Team Learning”**

Edward Smith, MD; Daniel Breitkopf, MD

**“An Interactive Web-Based Tutorial for Laboratory Medical Gross Anatomy”**

Lisa Cain, PhD

**“The Early Medical School Acceptance Program”**

Jeffrey P. Rabek, PhD; Lauree Thomas, MD; Lisa Cain, PhD; LeTanya Walker, BS

**“Pediatric Professionalism Series: A Curriculum for Pediatric Residents and Faculty”**

Virginia Niebuhr, PhD; Jose Gonzalez, MD; John Luk, MD

**“Interdisciplinary Community Service-Learning: Taking the Healthcare Student Out of the Classroom”**

Carolyn Utsey, MEd; Keith Bly, MD; Cheryl Randle, RN

**“A School of Medicine Elective Review Process”**

Pamela Hentschel, MS; Judith Rowen, MD

**“All Work and No Play Makes Teaching a Dull Job: A Nurse Practitioner Faculty Retreat on the High Seas”**

Karen Brykczynski, DNSc, RN; Mary Ann Best, PhD, RN; Christine Boodley, PhD, RN; Kathy Nash, PhD, RN; Patricia Crane, PhD, RNC; Jane Leonard, MSN, RN; Shelly Leitch, MSN, RN; Linda Rounds, PhD, RN; Maureen Wilder, MSN, RN

**“Development of a Pediatric Emergency Room Elective in Baccalaureate Education”**

Karen Hand, MSN, RN, CNS; Julie Lindsay, MSN, RN

**“How Do We Teach ‘Wellness’ To Our Students? A Curriculum on Nutrition and Exercise”**

Julie McKee, MD; Catalina Triana, MD



(posters continued)

***“Teaching the Healer’s Art and Survival Skills to Medical Students”***

*Julie McKee, MD; Cara Geary, MD, PhD*

***“Performance of Academically At-Risk Students: Effects of Distinct Curricular Environments”***

*Steven A. Lieberman, MD; Ann Frye, PhD; Lauree Thomas, MD; Jeffrey Rabek, PhD; Garland Anderson, MD*

***“Correctional Health Care and Academic Medicine: When Medical Education Goes to Prison”***

*Ann Maria Vidal, MD*

***“Imprints: A Post-Professional Program in Early Intervention (Working With Infants and Toddlers)”***

*Christine Baker, MS, BS, EdD; Virginia Niebuhr, PhD; Carolyn Utsey, MEd*

***“Use of the Clinical Diary Record to Facilitate a Virtual Clinical Conference in Advance Practice Nursing Education”***

*Mary Ann Best, PhD, RN, CPNP; Shelly Leitch, MSN, RN, CPNP*

***“Evolution of Virtual Microscopy Applications in the Integrated Medical Curriculum”***

*Judy Aronson, MD; Annette Ayala, Greg Asimakis, PhD*

***“South of the Border International Summer Elective”***

*Edilma Guevara, DrPh; David Walker, MD; Virginia Alcantara, MD, Cecilia Romero, MD, Nonie Mendias, PhD*

***“Teaching Medical Students About Practice Management and Health Care Systems Through an Ambulatory Community Selective Experience in Year 4”***

*Patricia Beach, MD; Lisa Mignerey, BBA; Michael Ainsworth, MD; Virginia Niebuhr, PhD; Pam Havlen, MD; Ingrid Bowden, MEd; Robert Bulik, PhD*

***“Efficacy of CPR To Middle School Children”***

*Ravi Garehgrat; Dhruv Patel, Kokab Saeed, MD*

***“Interactive Learning Tools That Enhance Group Synergy”***

*Martina R. Gallagher, RN, PhD*

***“Internal Medicine Residents Use of Extra Time at the End of the Encounter in a Clinical Skills Assessment”***

*Karen Szauter, MD; Loretta Lee Grumbles, MD*

***“Student Wellness: Can We Measure It? Can or Should We Try to Improve It”***

*Victor Sierpina, MD; Julie Dial, MA-CES; Laura Nell Nicholson*

***“Use of Three-Dimensional Images for Teaching Gross Anatomy and Radiology in the UTMB Medical School Curriculum”***

*Raleigh Johnson, MD, Thomas Nishino, Victor Luciano*

***“Analysis of Differential Diagnoses from a Standardized Patient Examination”***

*Karen Szauter, MD; Michael Ainsworth, MD*

***“Using Team Learning: A Better Paradigm for Instruction in the Obstetrics-Gynecology Clerkship?”***

*Edward Smith, PhD; Brandie Davis; Gayle Olson, MD; Daniel Breitkopf, MD*

***“Assessing the Moral Judgement of Medical Students at the Start of a Four-Year Professionalism Curriculum”***

*Kirk Smith, MD, PhD; Sandra Reigle, PhD; Jason Glenn, PhD*

***“Developing Courses in Higher Education Using Interactive Video Distance Learning”***

*Tony DiNuzzo, PhD*

***“Evaluating the Effectiveness of a Web-Based Diabetic Retinopathy Course by Comparing Pretest and Post-Test Scores”***

*Syed Azhar, MD; Ronald Williams, MS*



## Workshops

2:30 - 4:15 PM

### CLIPPER

#### ***“Playing to Learn: Academic Games”***

*Brian Miller, PhD; Thomas J. Collins, PhD; Judith Rowen, MD; Edward Smith, PhD*

**Abstract:** *Over the past several years, a number of UTMB faculty members have developed an assortment of academic game exercises in which student participants compete against each other, both individually and in teams. Some of these games are highly popular elements of formal courses at our institution and have become useful tools to motivate students and allow them to review course material in a nontraditional manner. While some of these games remain relatively low-tech, the availability of computer-linked game hardware, video editing, and such tools as the Audience Response System permit course directors and other faculty to creatively implement such exercises in a variety of different formats. This workshop will provide a general overview and demonstration of selected game exercises, and will discuss the pros and cons of introducing such elements into courses while the participants inspect and operate various game hardware and software components. It is designed to develop ideas and strategies that can be incorporated into courses and other educational activities.*

### SCHOONER

#### ***“Changing the Dynamics in Your Classroom: Understanding and Using Interactive Teaching Methods”***

*Ann Frye, PhD; Oma Morey, PhD*

**Abstract:** *Research consistently has shown that traditional lecture methods, in which professors talk and students listen, dominate college and university classrooms. The philosophy behind active learning is that students will obtain a deeper understanding of and ability to apply concepts if they become active participants in their own instruction, rather than passive recipients of the instructors’ knowledge. To assist those teachers who want to move past passive learning to active learning, this workshop is designed to help participants explore the multitude of methods available to them and determine how best to use them in their classroom.*

### HARBOR

#### ***“Giving and Receiving Peer Feedback”***

*Virginia Niebuhr, PhD; Nonie Mendias, PhD, RN; Michael Ainsworth, MD; Linda Rounds, PhD, RN; Karen Szauter, MD; John Luk, MD; Rodger Marion, PhD; Kokab Saeed, MD*

**Abstract:** *Within the culture of academics, peer feedback is becoming increasingly expected. 360° evaluations are increasing, promotion committees often want evidence of peer evaluation; honors and awards often require references and evidence of peer feedback. The UTMB Academy of Master Teachers has as one of their missions to assist faculty in obtaining peer review of their work. This workshop is designed for participants to define key concepts, to practice skills for giving and receiving peer feedback, and to collectively develop useful principles for peer feedback in health professions education.*

### SPINNAKER

#### ***“Conflict Resolution: Skills for Healthcare Educators”***

*Julie McKee, MD; Catlina Triana, MD; Cara Geary, MD, PhD*

**Abstract:** *Conflict is often regarded as negative and provokes stress when in fact conflict is a normal part of human interaction and can be a way to increase intimacy between persons. There are discreet skills that can be learned to help work through conflict. These skills can help improve relationships and productivity in the workplace.*

**Break**

**4:15 - 4:30 PM**

*Coffee and Snack Station located in Main Lobby*

**Awards & Closing**

**4:30 - 5:00 PM**

**GALLEON I, II, III**

*Poster Awards*

*Lifetime Achievement Awards*

*The AMT expresses its appreciation to the Mentoring and Peer Evaluation Team for coordinating the poster judging. Those members are:*

*Virginia Niebuhr, PhD (Team Leader)*

*Nonie Mendias, PhD, RN (Team Representative to the Executive Committee)*

*Michael Ainsworth, MD*

*Linda Rounds, PhD, RN*

*Karen Szauter, MD*

*John Luk, MD*

*Rodger Marion, PhD*

*Kokab Saeed, MD*