Schulich Medicine Education Conference

Four Points by Sheraton London
May 5, 2017
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tr>
<td>7:00 a.m.</td>
<td>Registration &amp; Breakfast</td>
<td>Bristol Foyer</td>
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<td>8:00 a.m.</td>
<td><strong>Welcome, 10 Years Service Awards, CBME Primer</strong></td>
<td>Bristol A &amp; B</td>
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<td></td>
<td>Richard Cherry, George Kim, Chris Watling</td>
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<tr>
<td>8:30 a.m.</td>
<td><strong>Keynote</strong></td>
<td>Bristol A &amp; B</td>
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<td><em>Innovation at the margins: What can rural practice tell us about how to adapt to</em></td>
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<td><em>changing generational aspirations, and what does the rural experience mean for</em></td>
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<td><em>CBME?</em></td>
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<td>David Snadden</td>
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<td>9:30 a.m.</td>
<td><strong>CBME Panel</strong></td>
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<td><em>Lessons learned implementing a competency based program</em></td>
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<td>Kathryn Roth, David Snadden, Gary Tithecott, Chris Watling, Michele Weir, Eric</td>
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<td>Wong</td>
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<td>Moderator: Bertha Garcia</td>
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<td>10:15 a.m.</td>
<td>Nutrition Break</td>
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<td><strong>CBME and you: What to think about and what to try</strong></td>
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<td>Kensington 2</td>
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<td><strong>Mentoring Today’s Learner: Coaching learners toward competency</strong></td>
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<td>Pam Bere, Terri Paul</td>
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<td>12:00 p.m.</td>
<td><strong>Family Medicine Annual General Meeting</strong></td>
<td>Kensington 1</td>
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<td>1:00 p.m.</td>
<td><strong>Emotional Intelligence</strong></td>
<td>Bristol A &amp; B</td>
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<td>Janine Higgins</td>
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<td><strong>Working hard, but working differently: Creating practice environments that may</strong></td>
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<td><em>appeal to the new generations of physicians</em></td>
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<td>2:30 p.m.</td>
<td>Nutrition Break</td>
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<td>2:45 p.m.</td>
<td><strong>Conflict Resolution</strong></td>
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<td><strong>CBME Simulation Primer: Implementing, debriefing and assessing</strong></td>
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<td>Andreas Antoniou, Richard Cherry</td>
<td>Kensington 2</td>
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<td>4:15 p.m.</td>
<td><strong>Participant Evaluation and Closing Remarks</strong></td>
<td>Individual Breakout Rooms</td>
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<td>4:30 p.m.</td>
<td><strong>Networking Reception</strong></td>
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Keynote

Innovation at the margins: What can rural practice tell us about how to adapt to changing generational aspirations, and what does the rural experience mean for CBME?
Bristol A & B

Dr. David Snadden, Rural Doctors’ UBC Chair in Rural Health Professor, Department of Family Practice, UBC Faculty of Medicine
Dr. David Snadden was recruited to UBC’s Northern Medical Program in July 2003 to lead its establishment and development. In 2011 he was appointed Executive Associate Dean Education in the Faculty of Medicine and was responsible for the faculty’s educational programs province-wide until his term finished in June 2016.

He is currently Professor, Department of Family Practice, UBC Faculty of Medicine and the inaugural Rural Doctors’ UBC Chair in Rural Health, an academic chair endowed by a generous donation from the Rural Doctors of British Columbia through the Doctors of BC and Ministry of Health Joint Standing Committee on Rural Affairs.

By the end of the keynote, participants will be better able to:
• Reflect upon the implications of the aspirations of a new generation of physicians on how medicine might be practiced, and what those implications might mean in their own setting
• Consider the current trends in Competency Based Education and what the implications of those trends are in terms of person centered, generalist, team based care when viewed through a rural lens
• Think about the challenge of standardized approaches to competency and the rich diversity of contexts in which medicine is taught, learned and practiced
Lessons learned implementing a competency based program
Bristol A & B

Panelists:

Kathryn Roth
Kathryn Roth is an Assistant Professor with the Department of Otolaryngology – Head & Neck Surgery at Schulich. She completed her OTO-HNS residency at Western University, and Head and Neck Reconstructive Surgery fellowship from the Sydney Head & Neck Cancer Institute and Sydney Melanoma Unit, Australia in 2010. She is currently completing a Masters in Health Professions Education, University of Illinois, Chicago; with a research interest in skill acquisition and retention, and simulation assessment in emergency scenarios. She has been Deputy Chair, Cutaneous Oncology at the London Regional Cancer Program since 2014; and assisted in the development of a Canadian National Melanoma database. Otolaryngology has been identified as a CBME “early adopter” specialty, and her department at Western has been implementing elements of CBME over the past two years.

David Snadden
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Gary Tithecott
Dr. Tithecott has been the Associate Dean Undergraduate Medical Education at the Schulich School of Medicine & Dentistry in Western University since 2011. Dr. Tithecott has been a member of the Department of Paediatrics as a consultant general paediatrician in Chatham-Kent until 2016. He joined the LHSC Department of Paediatrics Division of General Academic Paediatrics in December 2016.

Chris Watling
As Associate Dean for Postgraduate Medical Education since 2010, Dr. Chris Watling leads the implementation of CBME across all of Schulich’s residency programs. And as a PhD-trained education researcher and Scientist at Schulich’s Centre for Education Research and Innovation, Chris leads a research program that explores how and why feedback influences learning, and how medicine’s professional culture shapes its educational practices. Bridging the worlds of theory and practice, Chris is the co-PI on two major grant-funded initiatives to reimagine postgraduate assessment at Schulich and thus position our School as a leader in the science of CBME.
Michele Weir
Dr. Weir is a Program Director at Schulich for a Royal College advanced training program in pathology which is CBME based (called the Area of Focused Competence in Cytopathology). This program was one of the earlier CBME programs built, preceded CBD for residency and provided valuable feedback on the building and implementation process at the Royal College as well as at home. Dr. Weir is also a rotation supervisor for pathology residents at Schulich and has piloted CBME implementation within that rotation. Her team has 3 years of feedback and evaluation data on the two curricula and has shared their work at conferences and research forums.

Eric Wong
Dr. Eric Wong is Associate Professor in the Department of Family Medicine and Director, Certification and Examinations at The College of Family Physicians of Canada (CFPC). He supported family medicine’s transition to CBME from 2010 to 2014 as Chair of the Triple C Competency-based Curriculum Task Force of the CFPC, designed and implemented an electronic assessment system for the family medicine residency program at Western as past Program Director and Assessment Coordinator.

Moderator:
Bertha Garcia
Dr. Bertha Garcia was appointed to the Department of Pathology, Western University and University Hospital on July 1, 1985. Dr. Garcia obtained her MD at the Peruvian University “Cayetano Heredia” in 1972 and her subspecialty training in Pathology at the University of Calgary and Foothills Hospital in 1980.

Upon her arrival at Western University, Dr. Garcia became a member of the Multiple Organ Transplant Program at the London Health Sciences Centre, University Hospital. Dr. Garcia’s areas of interest and expertise are in the areas of clinical and experimental solid organ transplantation and recently, xenotransplantation.

Dr. Garcia is recognized as an excellent educator and has received numerous teaching awards including the Schulich Distinguished Leader Award for Graduate & Postgraduate Education, at the Schulich School of Medicine and Dentistry; the University of Western Ontario Edward G. Pleva Award for Teaching Excellence; the 3M National Teaching Fellowship; and the Bocking award, the highest honor in teaching given by the MD program to a faculty member at our annual convocation.

Dr. Garcia served as the Chair/Chief of the City-Wide Department of Pathology on July 1, 2000-June 30 2011.

In July 2008, Dr. Garcia was appointed Vice Dean, Education, Schulich School of Medicine & Dentistry, University of Western Ontario, and has been in this role since. Under Dr. Garcia’s leadership, the Distributed Education Network (DEN) grew significantly, including the launching of the full four years Campus in Windsor. Most recently Dr. Garcia is leading the school in a strategic planning process for the DEN with the development of 6 major strategic directions for Distributed Education which are aligned with Schulich’s and Western’s strategic plans.

By the end of the panel discussion, participants will be better able to:
• Describe the challenges and rewards of implementing competency based medical education at Schulich
• Assess several different perspectives and approaches to CBME implementation
Concurrent Workshops, 10:30 a.m.

**CBME and you: What to think about and what to try**
Kathryn Roth, Eric Wong  
London A

By the end of this workshop, participants will be better able to:
- Describe how concepts of deliberate practice and vital behaviours inform our approach to Competency-based Medical Education (CBME)
- Describe key considerations in the preparation of your journey towards CBME
- Describe approaches that assist in successful implementation of CBME

**The Science of Influence: Managing Implicit Bias and Conflicts of Interest**
Tom Freeman, Javeed Sukhera  
London B

By the end of this workshop, participants will be better able to:
- Review the neuroscience and psychology of implicit bias and reciprocity relating to influences on health professional decisions and behaviour
- Provide examples of how implicit bias adversely influences behaviour and trust
- Discuss techniques for mitigating the adverse influence of implicit bias on trust and clinical decisions

**Mentoring Today’s Learner: Coaching Learners Toward Competency**
Pam Bere, Terri Paul  
Kensington 2

By the end of this workshop, participants will be better able to:
- Recognize the common presentations of learners in difficulty
- List the four main challenges of an International Medical Graduate in the clinical learning environment
- Describe primary, secondary and tertiary prevention as it applies to a learner in difficulty
- Employ the SOAP approach to identify and address learner issues
- Effectively coach conversations to provide learner feedback and overcome challenging coaching moments
Concurrent Workshops, 1:00 p.m.

**Emotional Intelligence**  
Janine Higgins  
London A

*By the end of this workshop, participants will be better able to:*  
• Describe their current preferences for handling conflict  
• Discuss when a different approach might be called for  
• Demonstrate when to stand firm, skip or defer, when to cheerfully go along, when to meet in the middle and when to look for win/win

**Working hard, but working differently – Creating practice environments that may appeal to the new generations of physicians**  
David Snadden  
London B

*By the end of this workshop, participants will be better able to:*  
• Learn about the findings from the research presented  
• Consider and discuss with others what the implications of the changing aspirations of the new generation of physicians may be for various healthcare settings  
• Think about what they might need to consider for their own settings in terms of future recruitment and retention

**Quality Improvement Basics to Help you Teach Residents and Students**  
Scott Mckay  
Kensington 1

*By the end of this workshop, participants will be better able to:*  
• Differentiate between Quality Improvement, Scientific Research, and Quality Assurance  
• Evaluate the completeness of an AIM statement in a resident or medical student quality improvement project  
• Explain Outcome, Process, and Balancing Measures as they relate to Quality Improvement

**Faculty Wellness**  
Mithu Sen  
Kensington 2

*By the end of this workshop, participants will be better able to:*  
• Define “wellness”, in context of Schulich Faculty Wellness;  
• Demonstrate link with Schulich Medicine & Dentistry Strategic Plan;  
• Demonstrate an understanding of the Schulich Faculty Wellness Framework (as published in Academic Medicine July 2015- AAMC GFA Poster);  
• Define CanMEDS 2015 Professionalism (Wellness);  
• Demonstrate an understanding of wellness and relevance in Academic Medicine; Identify resources including Assistant Dean, Faculty Equity and Wellness, Office of Faculty Affairs.
Concurrent Workshops, 2:45 p.m.

**Conflict Resolution**  
Janine Higgins  
London A

By the end of this workshop, participants will be better able to:  
• Analyse their own conflict handling preferences and habits  
• Differentiate between aggressive, passive and assertive modes  
• Recognize good and bad aspects of each mode  
• Avoid or Accommodate rather than be assertive when it fits the situation

**CBME Simulation Primer - Implementing, Debriefing and Assessing**  
Andreas Antoniou, Richard Cherry  
London B

By the end of this workshop, participants will be better able to:  
• Distinguish between different genres of simulation based education  
• Formulate strategies to overcome the common challenges in implementing simulation based training  
• Contrast different approach to simulation debriefing  
• Discuss the challenges and nuances of using simulation for assessment

**From Discussion to Action: Truth & Reconciliation Commission (TRC) responses**  
Adrean Angles, Chantelle Richmond  
Kensington 2

By the end of this workshop, participants will be better able to:  
• Understand the Truth and Reconciliation Commission of Canada (TRC) Calls to Action  
• Understand what other schools are doing to build positive relationships  
• Understand what is currently being done at Western

**Participant Evaluations**

Conference evaluations will be sent out via email following the day’s last scheduled workshops and can also be accessed via QR code.

**Accreditation**

This Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Continuing Professional Development, Schulich School of Medicine & Dentistry for up to 7.0 Mainpro+ credits.

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification program of The Royal College of Physicians and Surgeons of Canada, approved by Continuing Professional Development, Schulich School of Medicine & Dentistry, Western University. (7.0 hours)

Each participant should claim only those hours of credit that he/she actually spent participating in the educational program.