

## **GME Educational Offerings**

### **Professional Development Workshops**

(1.5 hours, though can be shortened)

#### **The Nuts & Bolts of Teaching**

This workshop covers three core areas of pedagogy related to “lesson” planning. These include backward design, writing effective learning objectives, and formative assessment strategies. Developing skills in each of these core areas will allow participants to more effectively and efficiently plan their instruction while being mindful of best practices in education. The workshop includes interactive experiences that require participation from attendees and will conclude with a direct application of concepts to specialty-specific content. The learning objectives for this talk are as follows:

By the end of this workshop, learners will be able to:

- Apply tests of validity to evaluate learning objectives
- Describe the connection between objectives and assessment
- Conceptualize assessments that evaluate LOs
- Employ a backward design approach to curriculum development

### **Education-Focused Professional Development Talks**

(All talks can be delivered in one-hour or 30-minute format)

#### **Teaching and Engaging in Reflective Practice (*for faculty*)**

As a subcompetency within the Practice-Based Learning and Improvement Milestone, reflective practice is a skill that is vital to the practice of any physician. In this talk, we look specifically at the Reflective Practice and Commitment to Personal Growth subcompetency and unpack both what it means to be a reflective practitioner as well as how to best work with learners to develop this capacity. Learning objectives for this talk include: (a) effectively incorporating reflective teaching into your practice; (b) identifying changes in practice to become ‘champions’ of reflection (Vivekananda-Schmidt et al., 2011); (c) applying frameworks for guiding and evaluating reflection; and (d) employing questions that promote an ‘embracing’ vs. a ‘non-embracing’ stance (Le & Vásquez, 2011).

## **\*\*Teaching and Engaging in Reflective Practice (*for resident learners*)**

This talk covers the content from the Teaching (and Engaging in) Reflective Practice workshop listed above but specifically from the perspective of the resident learner. It begins by unpacking the reflective practice Milestones subcompetency and discusses what a reflective practitioner looks like across the levels of the Milestones. It concludes by giving practical advice for engaging in reflective practice, demonstrating this ability to your supervisors, and, finally, for teaching reflective practice to the learners with whom you work.

## **Operationalizing Milestones 2.0**

The purpose of this talk is to present a basic overview of Milestones 2.0, then discuss how these can be most effectively leveraged as a resource for evaluation. Topics include common pitfalls in Milestones evaluation, using Milestones to (a) identify at-risk learners, (b) promote reflective practice and the development of individualized learning plans, (c) evaluate curriculum content, delivery, and assessment as part of programmatic evaluation, and (d) provide feedback to learners. Best practices in evaluation and a discussion of available Milestones resources are also included in this talk.

## **Providing Formative Feedback**

Effective feedback plays a fundamental role in clinical education, influencing learner achievement, professional development, and perceptions of training quality. However, faculty often struggle with delivering meaningful feedback that fosters growth and behavior change. In this session, we will explore contemporary definitions of feedback, emphasizing its role as a supportive conversation that clarifies competency development, enhances self-efficacy, and promotes self-directed improvement. We will examine strategies for setting expectations, eliciting learner goals, and structuring feedback to initiate behavior change. Additionally, we will connect these principles to the ACGME Clinician Educator Milestones, equipping participants with practical tools to integrate effective feedback practices into their teaching. Through interactive discussions and case-based exercises, attendees will develop actionable strategies to navigate feedback in both routine and challenging situations, ensuring that their feedback supports learner growth and professional excellence.

## **Cultivating Feedback Literacy (*for recipients of feedback*)**

Feedback-focused professional development is most frequently directed to those who *provide* feedback. Though learners will certainly benefit from educators with heightened feedback competency,

we simply cannot assume that they possess the requisite skills to solicit, interpret, and integrate feedback into professional practice. This talk is designed to build a **shared mental model** around feedback practices between faculty and learners within a given program.

## Adult Learning Theory

This workshop offers an insightful exploration of how adult learning theory can transform the landscape of residency and fellowship training. Participants will gain a solid grasp of key adult learning principles, including andragogy and self-directed learning, and learn how to apply them effectively in medical education.

## Learner Assessment and the Struggling Learner

Assessment is a cornerstone of competency-based medical education, ensuring that learners are progressing toward competence while providing meaningful and actionable feedback to guide their development. However, challenges such as “failure to fail,” assessment validity, and identifying struggling learners complicate the process. This session will explore the essential elements of effective assessment, with a focus on formative and diagnostic assessment, curricular alignment, and the role of assessment validity in competency-based medical education. The session will also address strategies for recognizing struggling learners, employing diagnostic assessment to identify their needs, and ensuring that assessment outcomes are used to foster improvement rather than merely document deficits. Attendees will leave with concrete strategies to enhance assessment practices in their own programs, ultimately improving both learner outcomes and patient care.

## Active Teaching and Learning

Outside of the clinical setting, lecture still remains the primary method of instruction in graduate medical education. Though lectures have endured as the preferred approach for decades, research has continually uncovered the limited effectiveness of lecture in areas such as knowledge retention and transfer, developing problem solving and clinical reasoning, and promoting affective outcomes such as motivation and engagement (Fink, 2013). As a response, education scholars have long endorsed alternative approaches to instruction including those which actively engage students in the process of knowledge construction. In this talk, we explore active learning as an instructional approach and discuss easily implemented strategies that can be readily incorporated into instruction with very little additional planning.

## Optimizing the Clinical Learning Environment in GME

The clinical learning environment (CLE) encompasses the complex and dynamic context in which trainees develop their skills during residency and fellowship. A positive CLE is strongly linked to resident and fellow achievement, professionalism, motivation, and well-being. However, fostering such an environment requires a multifaceted approach that addresses supervision, mentorship, feedback, well-being, cultural competence, professionalism, and teamwork. This session will examine the essential characteristics of a positive CLE, incorporating perspectives from the ACGME's CLER pathways and Clinician Educator Milestones. Participants will engage in self-assessment, explore best practices for creating an optimal CLE, and identify actionable strategies at both the individual and program levels to ensure an inclusive, supportive, and high-quality training experience for all learners.

### Workshop Series

(Each talk is 30 mins. in length)

#### Assessing Instruction in the Didactic Conference Setting

The first talk in this workshop series presents a tool for assessing resident instruction—the Conference Presentation Evaluation Rubric—then builds more in-depth knowledge related to each of the facets of the rubric including performance indicators. The **four-part series** should be scheduled iteratively so that learners build a comprehensive understanding of the rubric and its implementation. Talks include:

- **Introduction to the Conference Presentation Evaluation Rubrics**
- **Writing and Evaluating Effective Learning Objectives**
- **Delivery of Instruction** (including instructional strategies, engagement, and technology)
- **Assessment of Learning and Promoting Reflective Practice**

### Brief Courses

(30 mins. in length)

#### Assessing Resident Teaching

This brief course presents a tool for assessing resident instruction—the Conference Presentation Evaluation Rubric. Participants will become familiar with each facet of the rubric and will be provided explicit instruction as to how to implement the CPER to assess resident teaching. This talk is the first in the workshop series discussed above but can be delivered in standalone format.

## Objective Writing

This brief course focuses on writing strong learning objectives, differentiating between cognitive, psychomotor, and affective objectives, and presents tests of validity which can be used to determine the strength of learning objectives.

## Clinical Precepting

This brief talk discusses the basics of clinical precepting and presents the microskills approach (Neher et al., 1992) also known as the one-minute preceptor. **Specialty-specific** practice is integrated into this talk to allow participants to become familiar with the five steps of the microskills approach.

## Evidence-Based Study Skills for Board Exam Preparation

*(this presentation is specifically designed for residents/fellows preparing for board exams)*

This brief talk is geared towards residents and fellows currently preparing for in-service and/or other formal evaluations. The talk emphasizes study skills related to critical reading as well as how to apply those skills to improve interaction and engagement in journal clubs.

## Clinician-as-Educator Workshops

The GME office currently offers two clinician-as-educator workshops which are carried out in the small-group format (maximum of six participants) to promote a more personal, individualized experience. CAE workshops are typically offered on a monthly basis and announced via the resident listserv, though special sessions may be scheduled for groups of two or more at the convenience of the participants. All CAE workshops include integrated practice, feedback on teaching skills, and a certificate of completion once requirements have been met. Currently, the CAE workshops include:

- **Principles of Didactic Instruction.** This workshop focuses on classroom teaching and provides participants with instruction related to planning and carrying out didactic sessions.
- **Teaching in the Clinical Setting.** This workshop focuses on clinical teaching and discusses models of precepting, tips for teaching in the clinical setting, promoting reflective practice, and inclusive language.

## Consultations, Advisement, Etc.

### Teaching Consultations

Teaching consults are available to those individuals who wish to improve their instruction in the planning and development phase. Consultations can examine learning objectives, instructional strategies including active learning, informal assessment, metacognition and reflection, and materials design (e.g., PPT slides, etc.).

### **Teaching Observations**

Individuals may also wish to schedule observations for more in-depth feedback on their teaching. Observations may be sought for personal growth or for more formal reviews as required by many master's degree programs in medical education, etc.

### **Curricular Audits**

Programs interested in longitudinal curricular audits may contact the GME office and schedule iterative observations. This will help determine needs related to pedagogy and didactics and, subsequently, an action plan may be put in place to meet those needs.

### **Research Advisement**

Those seeking advisement and/or collaboration with education-related research may reach out to the GME office for consultation.