

Best Practices in Clinical Teaching: A Panel Presentation Live - 2014



Date: Thursday, November 6, 2014

Time: 6:00 pm - 8:00 pm

Location: Kingsport Chamber of Commerce, Eastman Board Room
400 Clinchfield St, Kingsport, TN 37660

Cost: Free with dinner provided

Background

Clinical settings offer rich environments for teaching opportunities. Evidence-based teaching methods and instructional strategies provide value to the educational experience and improve teaching and learning for the preceptor and student and ultimately, patient care outcomes.

This CME activity uses a panel of clinical teaching experts to present discussion topics on precepting in a busy practice, promoting student learning, and the art of precepting to improve teaching and learning at rotation sites in consideration of practice time constraints.

Accreditation Statement

Lincoln Memorial University DeBusk College of Osteopathic Medicine (LMU-DCOM) is accredited by the American Osteopathic Association (AOA) Council on Continuing Medical Education (CCME) to present programs that qualify for AOA-CME Category 1 credit. LMU-DCOM designates this educational activity for a maximum of 2.0 hours of AOA Category 1-A CME credit.

The University of New England College of Osteopathic Medicine (UNECOM) is accredited by the Maine Medical Association's Council on Continuing Medical Education and Accreditation (MMA CCMEA) to provide continuing medical education for physicians.

UNECOM designates this educational activity for a maximum of 2.0 AMA PRA Category 1 Credit(s)TM and 2.0 University of New England contact hours for non-physicians. Contact hours may be submitted by non-physician, non-PA health professionals for continuing education credits.

Physicians and other attendees should only claim credit commensurate with the extent of their participation in this activity.

This activity has been planned and implemented in accordance with the Essential Areas and Policies of the Accreditation Committee for Continuing Medical Education (ACCME) through the joint sponsorship of University of New England College of Osteopathic Medicine (UNECOM) and Lincoln Memorial University – DeBusk College of Osteopathic

Medicine. UNECOM is accredited by the Maine Medical Association Council on Continuing Medical Education and Accreditation to provide continuing medical education for physicians.

Disclosure Statement

It is the practice of LMU-DCOM to ensure balance, independence, objectivity, and scientific rigor in all its educational programs. All participating faculty, CME planners, and reviewers in these programs are required to disclose any relevant financial relationship(s) they have with a commercial interest that benefits the individual in any financial amount occurring within the past 12 months; and the opportunity to affect the content of CME about the products or services of the commercial interest.

LMU-DCOM's full policy on privacy and confidentiality may be viewed at

<http://dcomcme.lmunet.edu/lmu-dcom-policy-privacy-and-confidentiality-internet-cme-0>

Commercial Support

No commercial support

CME Program Planners

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Cindy Harry, MSW

CME program planners have no financial relationships to disclose.

Instructional Method

This is a live educational activity.

There are no prerequisites for this course.

Target Audience: Third- and fourth-year LMU-DCOM clinical adjunct faculty, TOMEC residents, and attendings.

Discussion Topics

1. Precepting in a busy practice
2. Promoting Student Learning
3. The Art of Precepting

Cost Free

Review Date: September 18, 2014

Release Date: November 6, 2014

Expiration Date November 6, 2014

Learning Objectives

At the end of the session, participants will be able to:

1. Better integrate the teaching of medical students into busy clinical practice settings.
2. Apply new best practices and approaches to their clinical teaching environments.
3. Better articulate LMU-DCOM learning expectations in clinical teaching at the practice site
4. Self-reflect on the personal and career value of clinical teaching in their practice settings.

Core Competencies

Competency: Practice-Based Learning and Improvement

Application: Clinical teachers should be able to demonstrate the integration of teaching and learning into a busy practice environment.

Competency: Practice-Based Learning and Improvement

Application: Clinical teachers should be able to demonstrate evidence-based methodology to enhance student success and ultimately improve patient care.

Competency: Interpersonal and Communication Skills

Application: Faculty development activity should address educational goals, communicating objectives, and learning expectations to students.

Competency: Professionalism

Application: Clinical teachers have a professional responsibility to recognize the context, meaning and implications to promote their personal growth.

Assessment

Completion of a post-test knowledge assessment with a 70% pass rate.

Faculty & Disclosure

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Speakers have no actual or potential conflict of interest in relation to this program or presentation.

Resources:

Irby, D. M. (1994). What clinical teachers in medicine need to know. *Academic Medicine*, 69(5), 333-342.

Irby, D. M., Ramsey, P. G., Gillmore, G. M., & Schaad, D. (1991). Characteristics of effective clinical teachers of ambulatory care medicine. *Academic Medicine*, 66(1), 54-55.

Kreber, C. (2002). Teaching Excellence, Teaching Expertise, and the Scholarship of Teaching. *Innovative Higher Education*, 27(1), 5-23.

McLeod, P. J., Steinert, Y., Meagher, T., & McLeod, A. (2003). The ABCs of pedagogy for clinical teachers. *Medical Education*, 37(7), 638-644.