SEA 2017 Workshop on Teaching
January 27 – January 31, 2017
The Alfond Inn
Winter Park, Florida
Faculty

Melissa L. Davidson, M.D.
Course Co-Director
Associate Professor of Anesthesiology
Director of Anesthesia Education
University of Vermont College of Medicine
Burlington, Vermont

Stephen J. Kimatian, M.D., F.A.A.P.
Course Co-Director
Chair, Department of Pediatric Anesthesiology
Vice Chair for Education, Anesthesiology Institute
Cleveland Clinic Foundation
Cleveland, Ohio

Ira Todd Cohen, M.D., M.Ed.
Professor of Anesthesiology and Pediatrics
Fellowship Program Director
Children’s National Medical Center
Washington, D.C.

Saundra E. Curry, M.D.
Professor of Anesthesiology
Director of Medical Student Education
Columbia University Medical Center
New York, New York

J. Thomas McLarney, M.D.
Professor of Anesthesiology
Division Chief, Perioperative Assessment
University of Kentucky College of Medicine
Lexington, Kentucky

Kathy D. Schlecht, D.O.
Associate Professor of Anesthesiology
Oakland University William Beaumont School of Medicine
Rochester, Michigan

J. Michael Vollers, M.D.
Professor of Anesthesiology
Oklahoma University Health Science Center
Oklahoma City, Oklahoma

Robert L. Wilkenkin, M.D.
Professor Emeritus
University of Pittsburgh School of Medicine
Pittsburgh, Pennsylvania

Target Audience
This workshop is designed for anesthesiologists actively involved or anticipating a career in anesthesia education who seek to better understand education theory and its application in the context of medical education.

About This Meeting
The purpose of this annual meeting is to educate and share information that will enable anesthesia educators to provide the highest level of education and improve patient outcomes. Opportunities for Questions and Answers will be provided at the conclusion of each presentation.

Registration
Registration for the 2017 Workshop on Teaching includes breakfasts, coffee breaks, lunches, and the program syllabus. Note that all fees are quoted in U.S. currency. Nonmember registration fee includes SEA Active Membership Dues for 2017. Member registrants must have 2017 dues paid in order to receive the member discount. Registration for the meeting can be made either by using the registration form in this brochure or through the SEA’s Web site at www.SEAhq.org.

Registration Deadline
The registration deadline for the meeting is January 2, 2017. Registrations received after January 2, 2017, will be processed at a higher fee.

ACCME Accreditation and Designation Statements
This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Society of Anesthesiologists and the Society for Education in Anesthesia. The American Society of Anesthesiologists is accredited by the ACCME to provide continuing medical education for physicians.

The American Society of Anesthesiologists designates this live activity for a maximum of 25.5 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Disclaimer
The information provided at this CME activity is for continuing medical education purposes only and is not meant to substitute for the independent medical judgment of a healthcare provider relative to diagnostic and treatment options of a specific patient’s medical condition.

Disclosure Policy
The American Society of Anesthesiologists remains strongly committed to providing the best available evidence-based clinical information to participants of this educational activity and requires an open disclosure of any potential conflict of interest identified by our faculty members. It is not the intent of the American Society of Anesthesiologists to eliminate all situations of potential conflict of interest, but rather to enable those who are working with the American Society of Anesthesiologists to recognize situations that may be subject to question by others. All disclosed conflicts of interest are reviewed by the educational activity course director/chair to ensure that such situations are properly evaluated and, if necessary, resolved. The American Society of Anesthesiologists educational standards pertaining to conflict of interest are intended to maintain the professional autonomy of the clinical experts inherent in promoting a balanced presentation of science. Through our review process, all American Society of Anesthesiologists CME activities are ensured of independent, objective, scientifically balanced presentations of information. Disclosure of any or no relationships will be made available for all educational activity.

Conflict Resolution Statement
In accordance with the ACCME Standards for commercial support of CME, the American Society of Anesthesiologists and the Society for Education in Anesthesia has implemented mechanisms, prior to the planning and implementations of this CME activity, to identify and resolve conflicts of interest for all individuals in a position to control content of this CME activity.

Special Needs
The Society for Education in Anesthesia fully complies with the legal requirements of the Americans with Disabilities Act and the rules and regulations thereof. If any attendee in this educational activity is in need of accommodations, please contact the SEA at (414) 389-8614.

Cancellation Policy
Cancellations received through December 1, 2016, will receive a full refund. Cancellations received from December 1, 2016 through January 2, 2017 will receive a refund of 80 percent. Refunds will not be given after January 2, 2017. Cancellation of a meeting registration must be submitted in writing. Refunds will be determined by date written cancellation is received at the SEA office in Milwaukee, WI.
Overall Learning Objectives

At the conclusion of this activity, participants should be able to:

- Describe the impact of self-fulfilling prophecy on teacher-student interactions.
- Define the various levels of the cognitive domain of Bloom’s Taxonomy.
- Define and state the importance of the affective component in learning and teaching.
- Apply Bloom’s taxonomy to real education situations.
- Define the essential elements of an effective large group presentation.
- Describe learning styles and pathologies of learning and methods to address them.
- Distinguish between cognitive and affective learning problems.
- Identify resources needed for the diagnosis of learning problems and develop plans for helping the problem resident.
- Construct ideas incorporating different learning styles into educational activities.
- Distinguish between evaluation and feedback.
- Identify personal challenges in giving feedback effectively.
- Identify ways to improve the frequency and quality of feedback that they provide to their trainees.
- Demonstrate the benefits of small group teaching and affective learning in a debate format.
- Identify skills for facilitation of small group learning activities.
- Specify the benefits and advantages of the operating room as a learning environment and will create strategies to enhance their clinical teaching.

Faculty Disclosures

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Key:

1 = Research Support
2 = Consultant
3 = Shareholder
4 = Other Financial Support
5 = Large Gift(s)
6 = Speaker’s Bureau

All others, including editor, authors, reviewers and staff for the SEA Workshop on Teaching Faculty reported they have no relationship(s) with commercial interest(s).

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Robert L. Willenkin, M.D.
J. Michael Vollers, M.D.

The Alfond Inn at Rollins College & Transportation

The Alfond Inn at Rollins College is only 15 miles from Orlando International Airport (MCO) – www.orlandoairports.net and is easily accessible by car or rail.

A one-way taxi ride will cost approximately $40-$48.

For those renting a car or driving overnight valet parking is available.
Schedule At A Glance

Saturday, January 28
The Foundations of Teaching and Learning
7:30 – 8:00 a.m. Breakfast and Registration Boardroom
8:00 – 9:15 a.m. Introduction and Curriculum Review/Boardroom
9:15 – 10:15 a.m. Self-Fulfilling Prophecies Boardroom
10:15 – 10:30 a.m. Coffee Break Boardroom
10:30 a.m. – 12:00 p.m. Bloom’s Taxonomy: The Cognitive Component and Exercise Boardroom
12:00 – 12:45 p.m. Lunch Boardroom
12:45 – 2:00 p.m. Bloom’s Taxonomy: Affective Component and Exercise Boardroom
2:00 – 3:00 p.m. Lecturing For Learning Boardroom
3:00 – 3:15 p.m. End of Day Summary and Introduction to “Bringing It Home” Boardroom
6:00 p.m. Dine Around with Faculty

Sunday, January 29
The Learner and the Environment
7:30 – 8:00 a.m. Breakfast Boardroom
8:00 – 8:15 a.m. Curriculum Review for Day 2 Boardroom
8:15 – 9:45 a.m. The Learners’ Approach to Learning and Pathologies of Learning Boardroom
9:45 – 10:00 a.m. Coffee Break Boardroom
10:00 – 10:30 a.m. Teaching Styles and Principles Boardroom
10:30 – 11:45 a.m. Motivating Learning and Exercise Boardroom
11:45 a.m. – 12:30 p.m. Lunch Boardroom
12:30 – 1:00 p.m. Helping Residents with Learning Problems Boardroom
1:00 – 2:30 p.m. Helping Residents with Cognitive and Affective Problems Boardroom
2:30 – 3:30 p.m. “Can We Believe Our Eyes?”: Debrief and End of Day Summary Boardroom

Monday, January 30
The Teacher and the Environment
7:30 – 8:00 a.m. Breakfast Boardroom
8:00 – 10:00 a.m. Practicing Lecturing Skills: Meeting Your Audience’s Needs (Student Talks) Park Avenue**
10:00 – 10:15 a.m. Coffee Break Boardroom
10:15 – 11:00 a.m. Teaching in Small Groups Exercise (Debate) Boardroom
11:00 – 11:30 a.m. Affective Teaching in Small Groups Boardroom
11:30 a.m. – 12:15 p.m. Lunch Boardroom
12:15 – 1:45 p.m. Problem Based Learning (PBL) and Facilitation Skills Exercise Park Avenue**
1:45 – 3:30 pm Building Bridges: The Psychomotor Domain Park Avenue**

Tuesday, January 31
Teaching and Learning in Practice
7:30 – 8:00 a.m. Breakfast Boardroom
8:00 – 8:30 a.m. Evaluation and Feedback Boardroom
8:30 – 9:30 a.m. Breakout: Practicing Feedback Skills Park Avenue**
9:30 – 10:00 a.m. Coffee Break Boardroom
10:00 – 10:30 a.m. Teaching in the OR: Deliberate Practice Boardroom
10:30 a.m.– 12:00 p.m. Exercise: Teaching in the OR Park Avenue**
12:00 – 1:30 p.m. Working Lunch: Bringing It Home (Building Your Lesson Plan for Wednesday) Boardroom
1:30 – 3:00 p.m. Wrap Up & Faculty Available for Q&A Boardroom

Park Avenue** = Breakouts take place in Park Avenue Rooms 1, 2, 4 & 5.
### Detailed Schedule & Handout/Article Summary

#### Saturday, January 28

**The Foundations of Teaching and Learning**

<table>
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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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| 7:30 - 8:00 a.m. | Breakfast and Curriculum Review / Kolb Learning Styles Inventory  
**Instructor:** Stephen J. Kimatian, M.D., F.A.A.P.  
**Author:** Cleave-Hogg/Benedict, Hensel, Irby, Kruger/Dunning, MacDougall/Drummond, Shysh/Eagle, Simpson, Willenkin  
**Handout or Article Title:** Characteristics of Good Anesthesia Teachers, The Education of an Educator, What Clinical Teachers in Medicine Need to Know, Unskilled and Unaware of It: How Difficulties in Recognizing One’s Own Incompetence Lead to Inflated Self-Assessments, The Development of Medical Teachers: An Inquiry into the Learning Histories of 10 Experienced Medical Teachers, The Characteristics of Excellent Clinical Teachers, Advancing Educators and Education by Defining the Components and Evidence Associated with Educational Scholarship, Characteristics of Good Anesthesia Teachers, Medical & General Education Books, Journals, Web Sites  
**Notes:** Articles with asterisk are required advanced reading. |
| 8:00 – 9:15 a.m. | Self-Fulfilling Prophecies  
**Instructor:** J. Michael Vollers, M.D.  
**Author:** Abouleish, Jussim, Jussim/Kolb, Jussim/Smith/Eccles, Rubie-Davies  
**Handout or Article Title:** The Struggling Resident: Avoiding Pygmalian and Learned Helplessness by Using Nontechnical Performance Assessment Systems, Self-Fulfilling Prophecies, Self-Fulfilling Prophecies: A Theoretical and Integrative Approach, Teacher Expectations and Underachieving Gifted Children, Do Self-Fulfilling Prophecies Accumulate, Dissipate, or Remain Stable Over Time?  
**Notes:** Articles with asterisk are required advanced reading. |
| 9:15 – 10:30 a.m. | Coffee Break  
**Location:** Boardroom  
**Notes:** Saturday continued on next page |
### The Foundations of Teaching and Learning

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</table>
| 10:30 a.m. – 12:00 p.m. | Bloom’s Taxonomy: The Cognitive Component and Exercise  
*Instructor:* Melissa L. Davidson, M.D. | Boardroom |
|                 | Attendees will be introduced to the concepts of taxonomy of educational objectives in the cognitive domain and will apply those concepts to anesthesia education through breakout group exercise. |          |
| 12:00 – 12:45 p.m. | Lunch                                                                | Boardroom |
| 12:45 – 2:00 p.m. | Bloom’s Taxonomy: Affective Component and Exercise  
*Instructor:* Ira Todd Cohen, M.D., M.Ed. | Boardroom |
|                 | Attendees will be introduced to the concepts of taxonomy of educational objectives in the affective domain and the adult learner, and the interrelation between the two. |          |
| 2:00 – 3:00 p.m. | Lecturing for Learning  
*Instructor:* Saundra E. Curry, M.D. | Boardroom |
|                 | Attendees will gain didactic knowledge of the many aspects of effective lecturing skills, through demonstration. |          |
| 3:00 – 3:15 p.m. | End of Day Summary and Introduction to “Bringing It Home”  
*Instructor:* Saundra E. Curry, M.D. | Boardroom |
|                 | Attendees will integrate learning from the day’s sessions, with analysis and application to anesthesia education. “Bringing it Home” will be introduced so that attendees will be prepared for and begin building foundations for the final exercise of the workshop |          |
| 6:00 p.m.       | Dine Around with Faculty                                              | Boardroom |

#### Session 3

**Handout or Article Title**  
*Articles with asterisk are required advanced reading.*

<table>
<thead>
<tr>
<th>Handout or Article Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective Domain: Categories and Verbs (Handout)</td>
<td>Cohen</td>
</tr>
<tr>
<td>Learning Taxonomy – Krathwohl’s Affective Domain (Handout)</td>
<td>Cohen</td>
</tr>
<tr>
<td><em>Taxonomy of Educational Objectives: Affective Domain</em></td>
<td>Davidson</td>
</tr>
<tr>
<td><em>Taxonomy of Educational Objectives: Cognitive Domain</em></td>
<td>Davidson</td>
</tr>
<tr>
<td><em>How to Write and Use Instructional Objectives</em></td>
<td>Gronlund</td>
</tr>
<tr>
<td><em>Scripts” for Teaching by Educational Objectives (Handout)</em></td>
<td>Willenkin</td>
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</tbody>
</table>
## Detailed Schedule & Handout/Article Summary

### Sunday, January 29

#### The Learner and the Environment

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 – 8:00 a.m.</td>
<td>Breakfast and Registration</td>
<td>Boardroom</td>
</tr>
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</table>
| 8:00 – 8:15 a.m. | Curriculum Review for Day 2  
**Instructor:** Stephen J. Kimatian, M.D., F.A.A.P. | Boardroom|
| 8:15 – 9:45 a.m. | The Learners’ Approach to Learning and Pathologies of Learning  
**Instructor:** Robert L. Willenkin, M.D. | Boardroom|

Attendees will actively participate in an evidence-based interactive discussion of how residents and medical students approach their learning (superficial, deep and strategic) and how the pathologies of learning states affect the educational outcomes.

### Session 4

**Handout or Article Title**  
*Articles with asterisk are required advanced reading.*

<table>
<thead>
<tr>
<th>Author</th>
<th>Handout or Article Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Discrepancy in Objective and Subjective Measures of Knowledge: Do Some Medical Students with Learning Problems Delude Themselves?</td>
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<tr>
<td></td>
<td>Women's Way of Knowing: The Development of Self, Voice &amp; Mind (Handout)</td>
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<td></td>
<td>Goldberger/Tarule</td>
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<td></td>
<td><em>A Study of Resident Learning Behavior</em></td>
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<td>A Study of Resident Learning Behavior (Handout)</td>
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<td><em>Learning Styles and Approaches: Implications for Medical Education</em></td>
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<td></td>
<td>Learning Styles &amp; Approaches: Implications for Medical Education (Handout)</td>
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<td></td>
<td>Forms of Intellectual and Ethical Development in the College Years: A Scheme (Handout)</td>
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<td></td>
<td>William Perry’s Scheme of Intellectual and Ethical Development</td>
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<td></td>
<td><a href="http://www.jum.edu/geology">www.jum.edu/geology</a></td>
</tr>
</tbody>
</table>

### Session 5

**Handout or Article Title**  
*Articles with asterisk are required advanced reading.*

<table>
<thead>
<tr>
<th>Author</th>
<th>Handout or Article Title</th>
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<tbody>
<tr>
<td></td>
<td>Self Determination Theory (Handout)</td>
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<tr>
<td></td>
<td><em>Reconsidering ‘Good Teaching’ Across the Continuum of Medical Education</em></td>
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<tr>
<td></td>
<td><em>Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being</em></td>
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<td></td>
<td>The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes (Handout)</td>
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<td></td>
<td>Orienting Teaching Toward the Learning Process</td>
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<td><em>Epistemologies Inherent in Various Clinical Teaching Styles</em></td>
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<td></td>
<td>Teaching Styles (Handout)</td>
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**Sunday continued on next page**
### The Learner and the Environment

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<tr>
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| 10:30 – 11:45 a.m. | Motivating Learning and Exercise  
Instructor: Melissa L. Davidson, M.D. | Boardroom |
|                  | Attendees will be presented with principles of Self Determination Theory, followed by active participation in small group exercise to integrate SDT, student motivation, and teaching styles principles. |           |
| 11:45 a.m. – 12:30 p.m. | Lunch | Boardroom |
| 12:30 – 1:00 p.m.   | Helping Residents with Learning Problems  
Instructor: Ira Todd Cohen, M.D., M.Ed. | Boardroom |
|                  | Attendees will be presented with didactic information regarding residents with diagnosed and undiagnosed learning problems. |           |
| 1:00 – 2:30 p.m.   | Helping Residents with Cognitive and Affective Problems  
Instructor: Melissa L. Davidson, M.D. & Stephen J. Kimatian, M.D., F.A.A.P. | Boardroom |
|                  | Attendees will be presented with didactic information regarding residents with cognitive and affective problems; then will be presented with a variety of difficult resident scenarios, and through problem solving will use skills developed in the workshop to diagnose problems and develop remediation plans. |           |
| 2:30 – 3:30 p.m.   | “Can We Believe Our Eyes?”: Debrief and End of Day Summary  
Instructor: J. Thomas McLamney, M.D. | Boardroom |
|                  | Attendees will be presented with a well-known video covering problems facing educators, followed by discussion of the relationship between information presented and graduate medical education, with integration of learning from the workshop to date. |           |

#### Handout or Article Title

- Educational Strategies to Promote Clinical Diagnostic Reasoning  
  Author: Bowen
- Trainee Doctors with Learning Difficulties: Recognizing Need and Providing Support  
  Author: Shrewsbury
- *The “problem” junior: whose problem is it?*  
  Author: Steinert
- *The Problem Learner*  
  Author: Vaughn/Baker/DeWitt
- SQ3R: A Guide to Study (Handout)  
  Author: Vollers
- Understanding Social Influence in Medical Education  
  Author: Wilkes/Raven
- Helping Resident with Learning Problems (Handout)  
  Author: Willenkin
- Teaching for Affective Learning (Handout)  
  Author: Willenkin
- Teaching to Change “Attitudes” (Handout)  
  Author: Willenkin
### Monday, January 30

#### The Teacher and the Environment

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>7:30 – 8:00 a.m.</td>
<td>Breakfast</td>
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</table>
| 8:00 – 10:00 a.m.| Practicing Lecturing Skills: Meeting Your Audience’s Needs (Student Talks)  
Instructor: All Faculty | Boardroom & Park Avenue 1, 2, 4, 5                                    |
|                  | Attendees will use the skills taught throughout the workshop to prepare and deliver a three-minute lecture, with self-evaluation and faculty feedback provided. |                                               |
| 10:00 – 10:15 a.m.| Coffee Break                                                         | Boardroom                                     |
| 10:15 – 11:00 a.m.| Teaching in Small Groups Exercise (Debate)                            
Instructor: J. Thomas McLarney, M.D. & All Faculty | Boardroom & Park Avenue 1, 2, 4, 5                                   |
|                  | Through demonstration and group involvement, attendees will use the debate format to learn the principles of small group teaching. |                                               |
| 11:00 – 11:30 a.m.| Affective Teaching in Small Groups                                     
Instructor: J. Thomas McLarney, M.D. | Boardroom                                     |
|                  | Following the Small Group Teaching exercise, attendees will participate in discussion of the principles of small group teaching, with particular emphasis on the affective domain. |                                               |
| 11:30 a.m. – 12:15 p.m.| Lunch                                                              | Boardroom                                     |
| 12:15 – 1:45 p.m.| Problem-Based Learning (PBL) and Facilitation Skills Exercise      
Instructor: J. Michael Vollers, M.D. & All Faculty | Boardroom & Park Avenue 1, 2, 4, 5                                    |
|                  | Attendees will gain knowledge of the principles of Problem Based Learning (PBL) and Problem Based Learning Discussions (PBLD), then through group role-play will develop facilitating skills. |                                               |

#### Session 7

- **Handout or Article Title**  
  - Handout on Small Group Learning Types and Techniques (Handout)  
  - "Using Debate for Affective Learning (Society for Education in Anesthesia 1997 Fall Meeting)"  
  - "The Affective Domain: Undiscovered Country"

- **Author**  
  - Loyd  
  - Olympio  
  - Pierre/Oughton

#### Session 8

- **Handout or Article Title**  
  - "Authentic Problem-Based Learning (Teaching & Learning in Medical & Surgical Education. Lessons Learned for the 21st Century. Eds: Distlehorst LH, Dunnington GL, Fols J. Lawrence Erbbaum 2000, Chap. 23)"
  - "A Practical Guide to Implementing Problem-Based Learning in Anesthesia"

- **Author**  
  - Barrows  
  - Liu/Liu

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*Articles with asterisk are required advanced reading.*
### The Teacher and the Environment

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<tr>
<td>1:45 – 3:30 pm</td>
<td>Building Bridges: The Psychomotor Domain</td>
<td>Boardroom &amp; Park Avenue 1, 2, 4, 5</td>
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<tr>
<td></td>
<td>Instructor: Stephen J. Kimatian, M.D., F.A.A.P.</td>
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</table>

Through participation in a group exercise, participants will identify elements of successful learning and aspects of the Psychomotor domain.

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<thead>
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<tbody>
<tr>
<td>*Conditions of Learning (Robert Gagne)</td>
<td>Kimatian</td>
</tr>
<tr>
<td>*The Psychomotor Domain</td>
<td>Kimatian</td>
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</tbody>
</table>
### Teaching and Learning in Practice

#### Tuesday, January 31

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 – 8:00 a.m.</td>
<td>Breakfast</td>
<td>Boardroom</td>
</tr>
<tr>
<td>8:00 – 8:30 a.m.</td>
<td>Evaluation and Feedback&lt;br&gt;<strong>Instructor:</strong> Robert L. Willenkin, M.D.</td>
<td>Boardroom</td>
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</table>

Attendees will be presented with didactic information regarding the components of feedback and evaluation, including review of the assigned reading material; then through role-play will practice giving and receiving feedback (see following session).

<table>
<thead>
<tr>
<th>Handout or Article Title</th>
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<tbody>
<tr>
<td>Feedback and Reflection: Teaching Methods for Clinical Settings</td>
<td>Branch/Paranjape</td>
</tr>
<tr>
<td>Teaching Compassion and Respect: Attending Physicians’ Responses to Problematic Behaviors</td>
<td>Burack, Irby, et al.</td>
</tr>
<tr>
<td><strong>Feedback in Clinical Medical Education</strong></td>
<td>Ende</td>
</tr>
<tr>
<td>Feedback Checklist (Handout)</td>
<td>Olympio</td>
</tr>
<tr>
<td>Use of Effective Feedback to Facilitate Adult Learning</td>
<td>Sachdeva</td>
</tr>
<tr>
<td>Rules of Feedback (Handout)</td>
<td>Willenkin</td>
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<tbody>
<tr>
<td>8:30 – 9:30 a.m.</td>
<td>Breakout: Practicing Feedback Skills&lt;br&gt;<strong>Instructor:</strong> Robert L. Willenkin, M.D. &amp; All Faculty</td>
<td>Boardroom &amp; Park Avenue 1, 2, 4, 5</td>
</tr>
<tr>
<td>9:30 – 10:00 a.m.</td>
<td>Coffee Break</td>
<td>Boardroom</td>
</tr>
<tr>
<td>10:00 – 10:30 a.m.</td>
<td>Teaching in the OR: Deliberate Practice&lt;br&gt;<strong>Instructor:</strong> Ira Todd Cohen, M.D.</td>
<td>Boardroom</td>
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</table>

Attendees will develop an appreciation of the skills required to balance the acute demands of providing patient care while optimizing clinical exposure and leaning for the student. Session will review tools that facilitate establishing and achieving clinical learning objectives appropriate for the learner and the clinical environment, followed by exercise and role play (see following session). Emphasis will be placed on concepts of deliberate practice, from standpoints of both learner and teacher.

<table>
<thead>
<tr>
<th>Handout or Article Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expertise in Medicine: Using the Expert Performance Approach to Improve Simulation Training</strong></td>
<td>Causer/Barach/Williams</td>
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<tr>
<td><strong>The Role of Deliberate Practice in the Acquisition of Expert Performance</strong></td>
<td>Ericsson/Krampe/Tesch-Romer</td>
</tr>
<tr>
<td>Watching Anaesthetists Work: Using the Professional Judgment of Consultants to Assess the Developing Clinical Competence of Trainees</td>
<td>Greaves/Grant</td>
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<tr>
<td>Tutor Question Guide (Handout)</td>
<td>McLeskey</td>
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<tr>
<td>The One-minute Preceptor: Shaping the Teaching Conversation</td>
<td>Neher</td>
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<tr>
<td>Passing on Tacit Knowledge in Anesthesia: A Qualitative Study</td>
<td>Pope, et al.</td>
</tr>
<tr>
<td>Problem Solving Operations (Handout)</td>
<td>Willenkin</td>
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**Tuesday continued on next page**
Tuesday, January 31 continued

Teaching and Learning in Practice

<table>
<thead>
<tr>
<th>Handout or Article Title</th>
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<tr>
<td>Teaching in the Operating Room (Handout)</td>
<td>Willenkin</td>
</tr>
<tr>
<td>Teaching Problem Solving and Clinical Judgment in the Operating Room: A Concept and Some Practical Suggestions</td>
<td>Willenkin</td>
</tr>
<tr>
<td>Teaching to Maximize Learning (Handout)</td>
<td>Willenkin</td>
</tr>
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</table>

### Detailed Schedule & Handout/Article Summary

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</table>
| 10:30 a.m. – 12:00 p.m. | Exercise: Teaching in the OR  
Instructor: Ira Todd Cohen, M.D., Stephen J. Kimatian, M.D., F.A.A.P. & All Faculty      | Boardroom & Park Avenue 1, 2, 4, 5 |
| 12:00 – 1:30 p.m. | Working Lunch: Bringing It Home (Building Your Lesson Plan for Wednesday)  
Instructor: Saundra E. Curry, M.D.                                                   | Boardroom                     |
| 1:30 – 3:00 p.m. | Wrap Up and Faculty Available for Q&A  
Instructor: All Faculty                                                                | Boardroom                     |

Attendees will be challenged to apply theory and techniques reviewed to date to the clinical teaching environment. This section represents the culmination and operationalization of the course material.

Final session of the course gives attendees the opportunity to critically review the course using the theory and techniques taught during the sessions. The retrospective approach allows for in-depth discussion of how the course was developed to ensure synergy between modules and maximize time utilization. Attendees will discuss and appreciate the finer nuances of course presentation and management with an eye to developing faculty development sessions of their own.

### Directions for Claiming CME Credit

Please follow these directions to access the course, claim your CME credits, complete the program evaluation(s) and print your CME certificate(s):

1. Log in to the ASA Education Center at: http://education.asahq.org/
   
   If you have accessed the ASA Education Center for a previous meeting, please use your existing ASA username and password.
   
   If you have not previously accessed the ASA Education Center, you will soon receive an e-mail from the ASA Education Center with log-in instructions.
2. Once you have logged on to the ASA Education Center homepage, click the tab that says “MY LEARNING” and select “MY ENROLLMENTS” to view the link to the SEA 2017 Workshop on Teaching.
3. Select the link to access the course evaluation and claim credit.
4. To retrieve a username or password, enter your email address at: http://education.asahq.org/user/password

**Note:** Physicians should claim only credit commensurate with the extent of their participation.

If you have any questions, please contact the ASA Education Center at educationcenter@asahq.org.