DOM 2017 And Beyond Education
Goals

• Increase faculty participation in Teaching Academy: In progress, roles of mentorship, Unit Director, Dr. Huggett

• Increase collaborative teaching efforts across the DOM: Requires connecting Foundations Course Directors and Clerkship Directors

• Accreditation as a school of Public Health: Dr. Carney and Dean, faculty recruitment

• Increase support of graduate students: Dr. Irvin, mentors, labs, programs
Education Goals, cont’d.

• Expand IM Residency with VA: Accomplished
• Increase subspecialty involvement with resident education: MR, Academic half Day
• Increase resident education in research and quality: Making excellent progress
• Building foundation for Geriatrics Fellowship with goal of first fellow 2019: Opening discussions; possible VA partnering; faculty recruitment
Education Goals, cont’d

• **Increase awareness of fellowship programs:** videos (accomplished); think outside the box (ID example with global health/public health certificates)

• **Increase medical student satisfaction with inpatient clerkship:** Resident as teacher curriculum, invest in novel teaching methodologies; await next Graduate Questionnaire
Inpatient Clerkship

- Continues to undergo quality improvement: PE Rounds, Clinical Tutor, Rounds with Clerkship Director, Resident as teacher curriculum
- Await modification in lecture format
Acting Internship

• Moving away from lectures and to case-based discussions/active learning on Wednesdays
Residency Program

• THE Major new initiative of 2017: The Academic Half-Day
• The Resident as Teacher Curriculum
• The Implementation Science Curriculum
Resident as Teacher Curriculum

- Setting expectations
- Identifying a Teachable Moment and Putting it to use
- Modeling clinical reasoning skills/heuristics
- Importance of Feedback
- PE Rounds/ effective clinical skills
- How to take advantage of teaching points when you aren’t sure of the answer either
- Teaching to different learning styles
- Giving a talk 101
30,000 Foot View

- **PGY-1**: Fundamentals in Improvement Science
- **PGY-2** (3 groups):
  - Root Cause Analysis
  - High Value Care Case
- **PGY-3** (2 groups):
  - High Value Care Case
  - Root Cause Analysis
# Fundamentals in Improvement Science

**Session 1**: Introduction - What is quality in healthcare?

**Session 2**: Aims and measures in QI

**Session 3**: Techniques in planning QI

**Session 4**: Models of QI

**Session 5**: Implementing changes

**Session 6**: Categories and origins of error

**Session 7**: Human factors, cognitive error & metacognition

**Session 8**: Transitions of care

**Session 9**: High value care

**Session 10**: Wrap up, post-assessment and next steps

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- Conducting QI
- Patient Safety & High Value Care
Education Priorities

• Return the Inpatient clerkship to its former glory: Teaching, professionalism, respect
• Perfect and institutionalize the academic half day
• Get QI/PS right
• Integrate more “new” competencies of CLER: population health, public health, care transitions
Education Priorities

• Laser sharp focus on the teaching mission and faculty development:
  Discover value of the Teaching Academy
  Discover the potential of a unified DOM
  Support faculty adoption of new methods
  Take advantage of support of education scholarship
Education Priorities

• Focus on fellowship education: How our fellowships can look unique and special and provide novel educational and career opportunities; better define their mission