

MEDICAL EDUCATION DAY

Friday, April 25, 2008

12 – 5:30 p.m.

Farrell Learning and Teaching Center (FLTC)

12 p.m. Plenary and Buffet Lunch, Holden Auditorium, 1st-Floor, FLTC

“Keeping It Fresh: The Challenge of An Old Subject (Anatomy), Middle Aged Professors, and Young Students”

Glenn C. Conroy, Ph.D., Professor of Anatomy & Anthropology

Jane Phillips-Conroy, Ph.D., Professor of Anatomy & Anthropology

1:30 p.m. Workshop Session 1, Second-Floor Small-Group Rooms, FLTC

A) *Progress Report of Community Strategic Planning Committee*

Katherine Mathews, M.D., M.P.H.

Graham Colditz, M.D., Dr.P.H.

Room 213 A & B

B) *Education Scholarship and Role of Peer Review*

In this workshop participants will explore the domains of educational scholarship and the role of the peer review process, with a focus on developing skills in observing and giving feedback to peers regarding effective teaching. A critical aspect of the workshop will be exploring how to document education activities in one's c.v.

Janet Hafler, Ed.D.

Room 210

C) *How to Write Good Multiple Choice Test Questions*

Alison Whelan, M.D.

Room 211

2:45 p.m. Break

3 p.m. Workshop Session 2, Second-Floor Small-Group Rooms, FLTC:

A) *Feedback to Faculty*

Feedback is an integral part of medical education and daily life. Finding the time and developing the skill to deliver effective feedback can be challenging. This session will focus on addressing barriers to feedback and practicing techniques to enhance efficiency and quality of faculty-student interactions.

Angela Sharkey, M.D.

Room 213 A&B

B) *Education Scholarship and Role of Peer Review*

Janet Hafler, Ed.D.

Room 210

C) *How to Write Good Multiple Choice Test Questions*

Alison Whelan, M.D.

Room 211

**4:15–5:30 p.m. Wrap-Up and Poster Reception, Piano Hearth, 2nd Floor, FLTC
Remarks by Dean Larry Shapiro at 4:30 p.m.**

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PLENARY SPEAKERS:

Glenn Conroy, Ph.D., is Professor of Anatomy at Washington University School of Medicine and Professor of Anthropology at the Danforth campus. He received his B.A. degree from the University of California, Berkeley, and his Ph.D. degree from Yale University. He is known for his work on nearly every epoch of primate and human evolutionary history and has conducted paleoanthropological research in many places around the world, including Pakistan, Argentina, Kenya, Ethiopia, South Africa, and Namibia. He is course master of the Human Anatomy & Development course at WUMS. Dr. Conroy has received numerous teaching awards including Teacher of the Year, Course Master of the Year, several Distinguished Service Teaching Awards, and the Samuel R. Goldstein Leadership Award in Medical Student Education.

Jane Phillips-Conroy, Ph.D., is Professor of Anatomy at Washington University School of Medicine and Professor of Anthropology at the Danforth campus. She received her B.A. degree from Brandeis University and her Ph.D. degree from New York University in Biological Anthropology. Her research focuses on primate population biology, to which end her research has involved significant effort in capturing and biological sampling of wild baboons. She has undertaken extensive field research on the hybrid zone between anubis and hamadryas baboons in Ethiopia, and currently is concentrating her efforts on yellow, greyfoot and "kinda" baboon species in Zambia. She participates in the Human Anatomy & Development course at WUMS. Dr. Phillips-Conroy has received numerous teaching awards including Professor of the Year, Teacher of the Year (given by the graduating medical class), Distinguished Service Teaching Awards, and the Samuel R. Goldstein Leadership Award in Medical Student Education.

WORKSHOP LEADERS:

Graham Colditz, M.D., Dr.P.H., is Niess-Gain Professor and Associate Director of Prevention and Control, Siteman Cancer Center at WUSM and BJH. Dr. Colditz earned his undergraduate degree in pathology and his medical degree from the University of Queensland in Brisbane, and a doctorate of public health from Harvard University. He joined the faculty of WUSM and BJH in 2006 where he leads the Siteman Cancer Center's Prevention and Control Program. Previously he was at Harvard University for 23 years where he was director of the Harvard Center for Cancer Prevention and leader of the Cancer Epidemiology Program at Dana Farber/Harvard Cancer Center. His research interests are to create a complement between discoveries in biological science and effective interventions, add ways to identify cancer risks for both individuals and communities, change behaviors to lower cancer risks and improve people's lives, and implement prevention strategies that engage clinicians, the community and individuals. He serves on several national committees and editorial boards, and has authored over 600 publications.

Janet Hafler, Ed.D., is Dean for Educational Development, and Professor of Pediatrics, at Tufts University School of Medicine (TUSM). Dr. Hafler received her Masters in Education from Columbia University Teachers College specializing in maternal and child health, and her Doctorate in Education from Harvard University Graduate School in Education. She runs an active research program applying qualitative research methods in medical education. She collaborates with and mentors faculty on elements of qualitative research in the field of medical education and medical care, enabling them to develop and demonstrate the tools necessary to effectively teach and lead others. She leads faculty development programs at TUSM for faculty, residents, and students regarding curriculum, teaching, and evaluation, and she also develops, implements, and evaluates resident teaching programs. Foremost among her objectives are promoting, influencing, and nurturing a climate in which faculty, residents, and students can teach and learn. Dr. Hafler presents regularly at regional and national meetings and has been an international visiting professor. Her articles have been published in medical education journals and clinical journals.

Katherine J. Mathews, M.D., M.P.H., is Associate Professor of Obstetrics & Gynecology at WUSM and Adjunct Associate Professor at Saint Louis University, School of Public Health. Dr. Mathews' background is in public health, theology and international work. She is Chief Medical Officer at St. Louis ConnectCare. She was formerly Co-Director of the Program for the Elimination of Cancer Disparities (PECaD) and Co-Principal Investigator of the NCI funded PECaD Community Networks Program at the Siteman Cancer Center. She has developed numerous

community-based programs to improve access and quality of care for underserved populations, created a participatory, disparities-focused research portfolio, and improved minority participation in cancer clinical trials. In 2004 she was awarded a Herbert W. Nickens, MD, Faculty Fellowship from the AAMC. Her community relationships have led to the creation of novel, sustainable solutions for public health issues from care delivery and policy change, to research and dissemination.

Angela M. Sharkey, M.D., is Professor of Pediatrics and Director, Office of Faculty Development, Department of Pediatrics at Washington University School of Medicine, and co-course master of the Pediatrics clerkship. She joined the faculty of WUSM in 1992 and developed the Fetal Echocardiography Program and Pediatric Marfan Clinic. Dr. Sharkey is recognized nationally for her expertise in echocardiography, medical education, and mentoring. She leads a workshop on “Feedback” that has been so well received at the national Council on Medical Student Education in Pediatrics that she has been invited to present this session at Loma Linda University, University of Wisconsin, and Washington University School of Medicine. Dr. Sharkey is an active member of the American Heart Association, the Council on Medical Student Education in Pediatrics, and the WUSM Department of Pediatrics Leadership Group.

Alison J. Whelan, M.D., is Professor of Medicine and of Pediatrics, associate dean for medical student education, and course master of the first-year Medical Genetics course. Dr. Whelan has extensive experience in the development and implementation of undergraduate medical curricula and has led a range of curricular initiatives including development of a comprehensive outcomes evaluation program at Washington University School of Medicine. Whelan currently is chair of the United States Medical Licensing Exam (USMLE) Step 2 Committee, which writes test questions for the national medical licensing exam, and she recently was appointed to the Comprehensive Review of United States Medical Licensure Examination Design Task Force. Her areas of clinical interest include medical genetics, breast cancer, and hereditary cancers.