

Yale General Internal Medicine CO-ED Educational Strategies & Faculty Development Seminar & Medical Education

Co-hosted by General Internal Medicine and the Teaching and Learning Center

Medical Education Discussion Group

Thursday, February 27, 2020

12:00 to 1:00pm

Cohen Auditorium

Child Study Center, 230 South Frontage Road

Lunch will be available beginning at 11:45am

How can we help struggling learners: a prescription for success?

Are you attending? [Click Here: Yes or No](#)

Session Presenter	Co-facilitators			
 <p>Sarita Soares, MD Assistant Professor of Medicine (General Medicine); Associate Program Director, Yale Primary Care Residency; Chair, Clinical Competency Committee, Yale Primary Care Residency; Internal Medicine Clerkship Site Director, Yale Primary Care Residency</p>	 <p>Dana Dunne, MD Associate Professor of Medicine (Infectious Diseases); Director, Internal Medicine Clerkship; Associate Chair for Education and Academic Affairs</p>	 <p>Alexandria Garino, PhD, PA-C Assistant Professor in the Physician Associate Program, Department of Medicine; Program Director</p>	 <p>Katie Gielissen, MD, MHS Assistant Professor of Medicine, Section of General Internal Medicine, Associate Clerkship Director, Internal Medicine Clerkship, Internal Medicine/Pediatrics</p>	 <p>Michael Green, MD, MSc Professor of Medicine (General Medicine); Teaching & Learning Center, Associate Director for Student Assessment</p>

During this interactive session, Dr. Sarita Soares will begin by presenting applications of the self-regulated learning theory to diagnose and help struggling learners and the co-facilitators will share their experiences and wisdom. This will be followed by small group work to apply this theory. The small groups will have an expert facilitator to guide their discussion.

Learning Objectives:

1. Utilize principles from self-regulated learning theory to generate a differential diagnosis for the struggling learner
2. Apply a structured microskills analysis to narrow the differential diagnosis of the struggling learner
3. Prescribe personalized coaching strategies to help a struggling learner, especially in domains of medical knowledge and clinical reasoning

Accreditation

The Yale School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians – full accreditation statements on reverse side.

There is no corporate support for this activity.

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TARGET AUDIENCE

Faculty, residents, students and staff involved in education of health care professional trainees.

NEEDS ASSESSMENT

The YSM medical education community requested seminars on enhancement of faculty teaching and curriculum writing.

DESIGNATION STATEMENT

The Yale School of Medicine designates this live activity for **LAMA PRA Category 1 Credits™**. Physicians should only claim credit commensurate with the extent of their participation in the activity. Non-physician health care professional attendees are provided with a Certificate of Attendance, which may be submitted to their respective board along with other required support documentation for attendance credit.

FACULTY DISCLOSURES

Drs. Soares, Dunne, Garino, Gielissen, and Green have no conflicts of interest to disclose. **Janet Hafler**, EdD, Course Director, has no conflicts of interest to disclose. It is the policy of Yale School of Medicine, Continuing Medical Education, to ensure balance, independence, objectivity and scientific rigor in all its educational programs. All faculty participating as speakers in these programs are required to disclose any relevant financial relationship(s) they (or spouse or partner) have with a commercial interest that benefits the individual in any financial amount that has occurred within the past 12 months; and the opportunity to affect the content of CME about the products or services of the commercial interests. The Center for Continuing Medical Education will ensure that any conflicts of interest are resolved before the educational activity occurs.