

GME Programs of Individualized Education (PIE) Certificates



Description:

Programs of Individualized Education (PIE) Certificates recognize significant interest and commitment to the learning about a topic that is supplemental to the core training curriculum. They are led at an institutional level to facilitate cross specialty engagement in areas that align with individual career goals and interests.

All residents and fellows from UAZ COM-P sponsored GME programs are invited to apply for any of the certificate programs. Each PIE will have a minimum of 6 and a maximum of 25 participants.

Apply [here](#) by September 5th

PIE Certificate Programs for AY 2023-2024

PIE Certificate	General Schedule	Faculty Lead/Contact
Leadership Development for Residents –“LDR” (year 8 of this program)	8 sessions Sept-May 1 Wednesday of each month 6:30-8:30 pm Mix- mostly virtual with some in person Cohort size max 25 for Phoenix, 25 Tucson	Allysia Houser, DO Allysia.houser@gmail.com
Addressing Health Disparities – “AHD PIE”(new)	8 sessions Sept-June 2 hours monthly in the evening Dates and times TBD In-person Cohort size max 15	Nafis Shamsid-Deen, MD NafisShamsidDeen@bannerhealth.com
Resident as Educator (new) “RAE PIE”.	8 sessions Sept-June 2 hours monthly in the evening Dates and times TBD In-person Cohort size max 15	Jennifer Nelson, DO Jennifer.nelson2@bannerhealth.com
Personal Best: Emotional Intelligence and Coaching (new) “Personal Best PIE”	In-person open and closing sessions October-June: Monthly 1-hour virtual learning (noon hour) + 1-hour peer coaching session to reinforce the topic Cohort size max 24	Cheryl O’Malley, MD comalley@arizona.edu

Leadership Development for Residents

Description:

The Leadership Development for Residents course (LDR) is a collaborative effort between BUMCP and BUMCT residents, physicians, and Banner executives to provide resident physicians with a formal opportunity to develop their leadership skills. The goal is to identify resident physicians with an interest in physician leadership development and through formal training, cultivating their leadership potential with a goal of improving the resident physician’s ability to provide excellent patient care, effectively manage healthcare teams and confidently navigate the ever-changing field of healthcare.

During this course, each resident will complete a strengths-finder assessment and an emotional intelligence assessment to provide insight into individual leadership strengths and weaknesses.

Schedule for 2023-2024

Wednesday, September 21	Orientation and The “Why”	6:30 – 8:30pm
Wednesday, October 12	Strengths Finder	6:30 – 8:30pm
Wednesday, November 16	Emotional Intelligence/Energy Leadership	6:30 – 8:30pm
Wednesday, December 14	Physician Wellness	6:30 – 8:30pm
Wednesday, January 11	Navigating Change	6:30 – 8:30pm
Wednesday, February 8	Creating Psychological Safety in Teams	6:30 – 8:30pm
Wednesday, March 8	Courageous Conversations	6:30 – 8:30pm
Wednesday, April 12	Patient Experience	6:30 – 8:30pm
Wednesday, May 10	Putting it together – Graduation	6:30 – 8:30pm

The 8 sessions will follow this format

- 6:30 – Welcome and Agenda Review
- 6:35 – Opening Leadership Journey Speaker (Banner Physician Executive)
- 7:15 – Break
- 7:30 – Content Speaker
- 8:25 – Evaluation
- 8:30 - Close

Expectations:

1. Complete Strengths-Finder Assessment
2. Complete the EI Assessment
3. Attend a minimum of 6 of the 8 evening virtual sessions
4. Some sessions will have a short pre-work assignment, video to watch, article to read, etc. to complete prior to your arrival. This will support your cohort to engage in a highly interactive session together.
5. Be fully present and willing to learn from the facilitators and each other
6. Participate in group discussions and activities
7. Explore ways to engage stakeholders across teams in new ways
8. Commit to applying new skills, knowledge, behaviors real-time in daily work.

Deliverables:

1. Commit to a leadership development goal
2. Create a 3-Slide presentation of our leadership journey which will be presented at graduation in May
3. Create a 750-word white paper focusing on a topic related to physician leadership due at graduation in May.

Addressing Health Disparities

Description: This program will support residents & fellows in gaining the knowledge, skills, and methods necessary to effectively address health disparities at the patient and healthcare system levels

Learning Objectives:

1. Literacy in demographic influences on health care quality and effectiveness
2. Identification and action plan to effectively address a health disparity at B-UMCP
3. Develop understanding for the medical needs of their specific patients and the effects that social and cultural circumstances have on their health
4. Understanding the impact of stereotyping on medical decision making
5. Apply research-based methods for self-assessment on implicit bias

Group discussion topics to include:

- Implicit bias Identification and Training
- Health Literacy and Socioeconomic determinants of health
- Challenges in Immigrant/Refugee health delivery
- Unique challenges in LGBTQ+ health
- Ethics in Human Subjects
- Bias and Impacts of Inclusiveness in Clinical Research
- Microaggression in Medicine
- Intersectionality

Expectations:

- Attend a minimum of 6 of the 8 evening virtual sessions
- Be an active and engaged participant in role play sessions
- Help provide a judgement-free and confidential space where group members are empowered to share personal intimate challenges with implicit and explicit bias.
- Some sessions will have a short pre-work assignment, video to watch, article to read, etc. to complete prior to your arrival. This will support your cohort to engage in a highly interactive session together.
- Be fully present and willing to learn from the facilitators and each other
- Participate in group discussions and activities
- Commit to applying new skills, knowledge, behaviors real-time in daily work.

Deliverables:

- Participate in a specific-aim longitudinal group project. The goal of this project would be to identify a narrow scope healthcare disparity at BUMC-P and employ a measurable and achievable intervention.
- Undergo Implicit Association Testing and provide input in group discussion

Resident as Educator

Description:

The Resident as Educator (RAE) program will provide additional training for Housestaff to gain knowledge, skills, and methods necessary to serve as educators and educational leaders within their clinical roles, and serve as a foundation for those interested in further development as leaders within medical education. Participants will be introduced to key concepts in adult learning theory and its application to medical teaching, engage in deliberate practice, provide peer feedback, and hone skills of reflection on teaching and learning opportunities in their clinical arena.

Sessions will include:

- Creating an Effective Learning Environment
- Teaching Models to Foster Clinical Reasoning
- The Art of Giving and Receiving Feedback
- Procedural Teaching
- Building Skills for Teaching in Large Groups
- Diagnosing the Learner in Difficulty
- Giving Effective Chalk Talks/Mini Lectures

- Chalk Talk Practice and Peer Feedback

Expectations:

- Attend a minimum of 6 of the 8 sessions
 - This includes the session on peer feedback of an in-person chalk talk/mini lecture
- Review supplemental materials or pre-session resources provided prior to each session
- Actively participate in session discussions and exercises
- Provide thoughtful and constructive feedback to peers and instructor
- Select a technique/goal from each theme for practice within the clinical environment and be prepared to discuss implantation success/roadblocks and lessons learned at upcoming meetings
- Actively reflect on skills, practice, and improvement opportunities

Deliverables:

- Peer and faculty feedback on prepared chalk talk to utilize for growth and further development
- Reflective essay on their experience, perspective, growth and future plans based on their experience in the PIE
- Participants will present a 3-slide PowerPoint presentation reviewing their experience in the program and reflecting on how they have grown in their practice as a clinician-educator

Personal Best: Emotional Intelligence and Coaching

Description:

Striving for personal best goes beyond competence and integrates reflection, coaching, and training to enhance emotional intelligence (EI) competencies to strengthen individual resilience. This PIE is designed and led by a professional coach partnering with faculty. House staff peer coaching will also be included to further extend the impact beyond the trainees directly engaging in the program and to begin to develop coaching skills in participants.

After individual baseline assessment debriefs and goal setting, there will be a 3 hour in person summit with all participants and the professional coach. The summit will set the tone for the program by creating a safe space to develop a shared sense of community. The summit will be followed by monthly one-hour evening virtual sessions for the house staff cohort and faculty. Sessions take an integrative approach to the twelve EI competency model, focusing each session on a particular skill or tool that incorporates multiple competencies. Finally, there are monthly peer check-ins which are designed to ignite personal reflection and action in daily life. The peer check ins also create an opportunity to develop a sense of shared ownership of patient care and camaraderie.

The program will culminate in a final integration session and closing summit.

Objectives:

- incorporate personal reflection, feedback from faculty and commitment to micro-action steps
- demonstrate improvements in EI domains
- effectively coach peers to build social community

Expectations:

1. Complete Hogan Assessment
2. Complete the EI Assessment
3. Attend a minimum of 6 of the 8 sessions (tentative schedule is noon for one hour once per month)
4. Complete assigned monthly peer check-ins
5. Complete any brief assigned pre-work
6. Be fully present and willing to learn from the professional coach, faculty and each other
7. Participate in group discussions and activities
8. Commit to applying new skills, knowledge, behaviors real-time in daily work.

Deliverables:

- Written summary for the final integration session
- Create a 3-Slide presentation of which will be presented at graduation in May