

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. In the initial pilot phase, each PIE will have a minimum of 6 and a maximum of 25 participants.

Apply [here](#) by September 5th

PIE Certificate Programs for AY 2021-2022

PIE Certificate	General Schedule	Faculty Lead/Contact
Leadership Development for Residents -“LDR” (year 7 of this program)	8 sessions Sept-June 3 rd Wednesday of each month 6:30-8:30 pm Virtual Cohort size max 25 for Phoenix, 25 Tucson	Laura Gardner LauraGardner@bannerhealth.com
Addressing Health Disparities – “AHD PIE” (new)	8 sessions Sept-June 2 hours monthly in the evening Dates and times TBD In-person (as gating status allows) 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 (as gating status allows) Cohort size max 15	Elizabeth Batchelor, MD, MME ebatchelor@arizona.edu
Wellness and resiliency (new) “Wellness PIE”	8 sessions Sept-June 2 nd Wednesday of each month 4:30-6 pm Combination of in person and virtual Cohort size max 15	Daniel Drane, EdD ddrane@arizona.edu
Personal Best: Emotional Intelligence and Coaching (new) “EI PIE”	In-person open and closing sessions (as gating status allows) October-June Monthly 1-hour virtual learning + 1-hour peer coaching session to reinforce the topic Dates and times TBD based In-person (as gating status allows) 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.

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

Seminar Topics include:

- Orientation and the “Why”
- Strengths Finder
- Emotional Intelligence/Energy Leadership
- Physician Wellness
- Navigating Change
- Creating Psychological Safety in Teams
- Courageous Conversations
- Patient Experience
- Putting it together – Graduation

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: (a) effectively address health disparities at the patient and healthcare system level and (b) advocate for health policies that further health equity by systemically addressing those disparities.

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

Core curriculum: Assessment of participant progress will be performed by roughly following the AAMC Tool for Assessing Cultural Competency Training (TACCT) domains.

Group discussion topics to include:

- Socioeconomic determinants of health
- Implicit bias Identification and Training
- Cultural Competency
- Healthcare Literacy as a Determinant of Health
- Unique challenges in: LGBTQ, Native and Indigenous Peoples, African Diaspora, Women's, and immigrant healthcare delivery
- Healthcare disparities in: Vaccination, Screening, and Diagnostics
- Nuremberg Code: Research Ethics in Human Subjects
- Representation in Clinical Research
- Determining the Determinants
- Microaggression in Medicine
- Understanding and Overcoming the Complexities of Human Stratification
- Advocacy and Quality Improvement

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
- Provide a short presentation on an area of global healthcare disparity using the HealthyPeople.gov database

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. Participants will be expected to record a video sample of their teaching for review and feedback with the program cohort.

Sessions will include:

- Creating the learning environment
- Teaching models/styles
- Teaching clinical reasoning
- Teaching in the patient's presence
- Procedural teaching
- Giving and receiving feedback
- The "difficult" learner
- Teaching sample videos and feedback

Expectations:

- Attend a minimum of 6 of the 8 sessions
 - This includes the session on peer feedback of a recorded teaching sample
- 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
- Record a video sample of real-time teaching (3-8 minutes) for presentation and feedback

Deliverables:

- Video recording of a teaching sample
- 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

Wellness and resiliency

Description:

House staff will practice and build a personalized resiliency toolkit, learn how to recognize the signs and symptoms of distress in yourself and others, learn to lead group debriefs, practice developing wellness workshops, understand how to advocate for and create change in workplace environments, and build confidence in your ability to train others in personal well-being and mental health.

Sample topics:

1. Introduction to provider wellbeing and mental health: understanding the landscape
2. Individual well-being skills: Building a resiliency toolbox from the ground-up
3. Self-awareness and emotional intelligence
4. Resource training: understanding professional resources and understanding therapy types and purposes
5. QPR suicide prevention training
6. Group debriefing: learning how to lead a group through difficult situations
7. Bystander Training
8. Barriers to well-being: learning how to advocate and create environmental changes
9. Capstone Project

Expectations:

- Attend a minimum of 6 of the 8 evening sessions
- 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
- Explore ways to engage stakeholders across teams in new ways
- Commit to applying new skills, knowledge, behaviors real-time in daily work.

Deliverables:

- Develop a three slides PowerPoint and provide a short presentation about what you learned in the certificate in addition to sharing program a personal wellness story and perspective
- Create a reflective art project, poem, short story, journal, white paper project focusing on a topic related to physician well-being and mental health or present/provide a training for you program around physician well-being and mental health.

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 evening sessions
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