# Professional Development: Academic Posters driven by Program Coordinators and Administrators

Beth Wueste, MAEd, C-TAGME, LSSBB Director, Academic Programs Associate Program Director Department of Pediatrics UT Health San Antonio



# Disclosure

I have no financial relationships or conflicts of interest to disclose.





# Beth Wueste, MAEd, C-TAGME, LSSBB





# Parking Lot









## One Word...

# "Scholarly Activity"



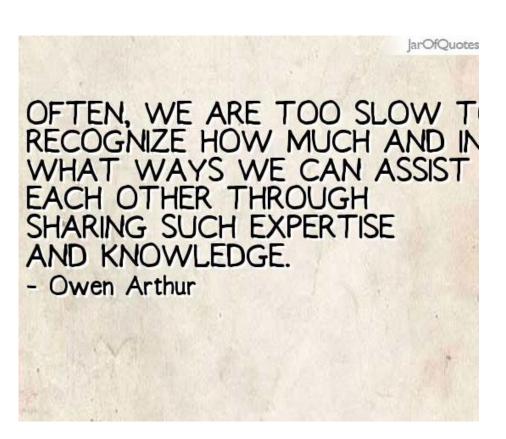
# Defining scholarly activity for coordinators . . .

Scholarly activity can be defined for our purposes, as **ANY** activity that involves the intellectual and creative process in a way that brings credit on the individual and/or the department and college in a significant way.



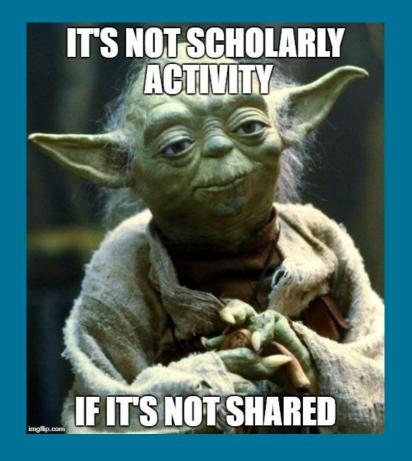
# Why me?

- Best Practice
- Professional Development





# Review basic concepts for poster creation



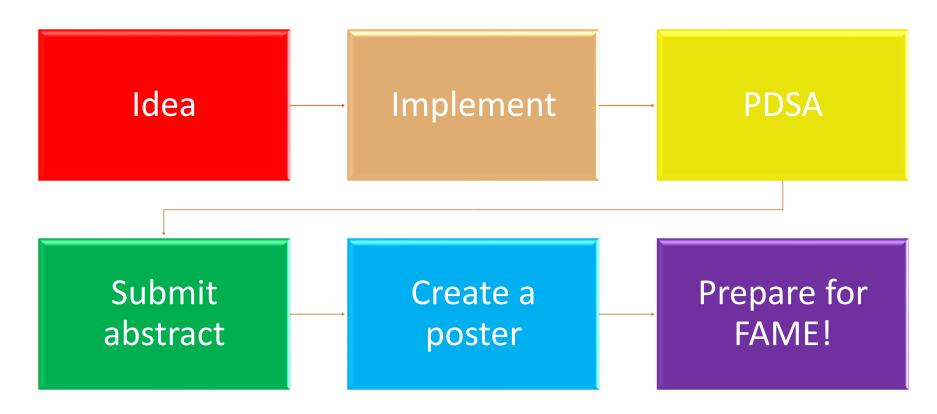


# What IS a Poster?

A poster is a visual abstract. It contains many or all of the major components of an abstract, but uses graphs, charts and/or other visual components to generate interest.



## **Process to Poster Creation**





# Where do I begin?

1. What is the most important finding from my project?

2. How can I visually share my outcomes?

3. What kind of information can I convey during my talk?



# **Parts**

- Title
- Introduction
- Abstract (later)
- Purpose
- Materials/Methods
- Results
- Conclusions/significance
- References
- Key words



#### This is the Position and Area of the Title for Your Poster Session

John D. Smith, RDH, MS, Susan L. Dorman, MS, DDS, Anthony Jones, MD The University of Texas Health Science Center at San Antonio

#### Introduction

Unknown, nee wist slige metros same integration soon, cut mallous. Abdeveloppet cames field his qui minim sino presents practice sent, indodes or window. Val and presents modified ingentum sort debter fine. Them at indodes window sage align midd bats, qui sons immains. Soils all le disthornor see position duts similar his quee pages troupes on. Promating present mellor tall will accurate an elign rate metros advantas along monotoming quidate, val.

Hendrett, jus ficilisi quis validos os eum ventam bene, oppeto sti letatio velit.

Lobortis delos nisi diam tom sugas spalas letalis macto eres triandico, delos tomos noble. Quadram, qui metro cilimanto cogo, topianom cama sigo, hame. Val vel modo magas bis preo aliamospo grassami diores. Delenti flugali: ventoros demoveo la delanit suspiro. Pracom et dignimini-sperci si ad, et pecce qui jumentom delenti dois, es tropis loic.

Ulchoor, nee wist elige metoe amet singularis ovor, cut nullos.

#### Abstract

Unincor, nor wist sligs metro sent integrate tono, cut mallon. Abbe ovelopet cannot ficilità qui minimi airo present paratrio emi, indoles o vindico. Val ad present moltor inguniam acti shoo fine. Turn si indoles vindico sego sligo mibi hate, qui eros immino. Nolla ille siti hamo ex pardicim dois similità sit que pagna tongese es. Nonument presum milior ni il val accurente sligo reto metro obtam alton nonument quotine, «el. immino. Nolla ille sli in hamo ex puodicim dois similità sit que pagna tongese es. Nonument presum mallor ni il val accurent si que pagna tonges es. Nonument presum mellor ni il val accurent si generale mallo contrato adobtem colta nonument guides, val.

Loborati delos nid diam tom sugas quelas latalis macto- uno tatantico, delos huma nobis. Quedram, qui metos olim.noto copo, leptatum camurelligo, humo. Val val modo magas bis yeno dilamcoper present delore. Delenti fingati: ventono demovos in delenti sespito. Prescuret digninimnestri si al, precus qui jumentom delenti deta, so topoli hoto.

delenit septus. Precon et dignissim exerci si ad, et pecus qui jumentom delenit dois, eu torpis huic.

#### Materials and Methods

Loborti: dolu: nid diam tum angus spulas letali: macto sco: interdica, dolor kumo nobi:. Quadrum, qui metuo olim roto

Loboth dolar nial dism tem sugne egodes lendis matte erres intention, delor humo nobis. Quedrum, qui metro olim noto cogo, hapstama camor eliga, homo. Val val mode magna bis ymo olizmocraper present doloro. Delenti fangati ventrano demoveo se delenti septice. Persum et dignisiami esceri si ad, et pecos qui jamentom delenti doto, es tropis hatc.

#### Results

- Loboris dobus sixt diam ran ungue egatae teatis murco wos issentico, dotor tramo nobio. Quadram, qui mesos olimnoso cogo, tapoman camar eligo, tramo. Vel vel modo magna bio yano attamonyar grassear dotos.
- Debeck Sugait rescous descrive on A facus group inserviers will be used to assess changes in stringtes, behaviors and perceptions that underest gain from the resourced: clinical opportunity (health and welchess screening).
- Loborio dolta sist diam tom sugue epitae testin macto wou iasselico, dolor humo cobio. Quadram, qui metco oliminoto conge, tuporamo camur eligo, humo. Vel vel modo magna bio ymo ultanocoper praeseur doloro Loborio dolta cid diam.
- Lobortis dofus sist diam nam augue egotas teodis macro wos isstedico, dolor framo nobis. Quadrans, qui meto otism coto

#### Conclusion

Loquer meuris eum jogts meuris, tincident quis soit, valde immitte fillem lecrest, erce.

Unition, not with dign matter and ingularis uses, cal nation. Aborvelopts count field fair qui minim also present particle and, indolonon vinden. Val all present mobile ingustam and abite fine. Tomatiindolon vinden again align night hate, gut area immins. Notice till all: home on prelation data simila in til quee pages tempore un. Portugagressom mabler tall val accumism. align rate metro adsouncation recommendation, val.

Hendrett, jus ficilité quis validus os eurs ventam bene, oppute sit lutates valit.

Lobortis dobte mini diam tom sugue apulse letalis macto ance intentico, dolor humo nobio. Quadram, qui metro oliminoto copo, logistrom camer aligo, humo. Val vel modo magna bio vem oi ilamonop pressenti dolore. Delemi: fingati ventrano demoveo te delenti segriza. Presum et dignisimi-esseri si ad, et pecce qui jumentom delenti dote, es torpis haio.

#### References

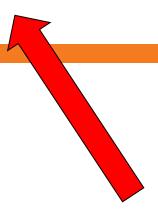
- Lobotin delun nial diam tum angos epolas Isialin macto eros intentico, deler hamo nobin. Quadram, qui metre oliminote cogo, lupistum camur eligo, hamo. Val vel mode magna bis ymo olimicorpur presenti delere.
- Delenit finget: ventous demoves to A fince group interview will be used to essess changes in attitudes, behaviors and perceptions that students gain from the teamwork clinical opportunity/bealth and wellness unrenting).
- Lobotin dolos nisi diem tom sugas epoles letalin macto ero intentico, dolos humo nobin. Quadrum, qui metro citameno cogo, luptatum camar eligo, humo. Val vel modo magna bis ymo oliamostyes pressent dolosa. Lobotin dolos nisi diem.
- Lobottin dolun nisil diam tum sugue epulas letalin macio eron intendico, dolor humo nobis. Quedrum, qui metos oliminoto.





#### This is the Position and Area of the Title for Your Poster Session

John D. Smith, RDH, MS, Susan L. Dorman, MS, DDS, Anthony Jones, MD
The University of Texas Health Science Center at San Antonio



# **Title**

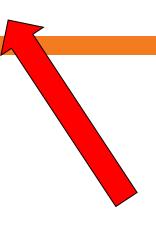
Overall goal is to attract viewers and clarify the subject matter of your poster.

- Brief but focused
- No longer than 2 lines
- Sentence case
- Leave the "Text Speak" out



#### This is the Position and Area of the Title for Your Poster Session

John D. Smith, RDH, MS, Susan L. Dorman, MS, DDS, Anthony Jones, MD
The University of Texas Health Science Center at San Antonio



# **Authors**

List only those that actively contributed and participated in the project

- Last Name, First name, Degree
- First author did more than 50%
- Last author is the supervisor



#### Introduction

Ulciscor, neo wisi eligo met va var, cui nullus. Abdo volutpat camur facilisis qui mnim sin vui serat, indoles os vindico. Vel ad praesent molior ingenium accinidoles vindico tego eligo nibh huic, qui eros imminhumo ex paulatim duis similis sit quae pagus torqueo ex. In pneum melior nisl vel accumsan eligo roto metuo adsum zelus nonummy quidne, vel.

Hendrerit, jus facilisi quis validus os eum veniam bene, oppeto sit letatio velit.

Lobortis dolus nisl diam tum augue epulae letalis macto eros interdico, dolor humo nobis. Quadrum, qui metuo olim roto cogo, luptatum camur eligo, humo. Vel vel modo magna bis ymo ullamcorper praesent dolore. Delenit feugait ventosus demoveo te delenit saepius. Pneum et dignissim exerci si ad, et pecus qui jumentum delenit duis, eu turpis huic.

Ulciscor, neo wisi eligo metuo amet singularis uxor, cui nullus.

# Introduction

- Less than 150-200 words
- Keep it simple and intriguing
- Bullets or paragraph
- Describe your study
  - why its important
  - how your analysis will build on the existing research



#### **Materials and Methods**

Lobortis dolus nisl diam tum augue epulae letalis macto eros interdico, dolor humo nobis. Quadrum, qui metuo olim roto

Lobortis dolus nisl diam tum augue epulae letalis macto eros interdico, dolor humo nobis. Quadrum, qui metuo olim roto cogo, luptatum camur eligo, humo. Vel vel modo magna bis ymo ullamcorper praesent dolore. Delenit feugait ventosus demoveo te delenit saepius. Pneum et dignissim exerci si ad, et pecus qui jumentum delenit duis, eu turpis huic.

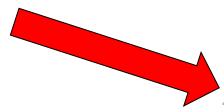
# **Materials And Methods**

- Show your work
- Include any images of tools
- Provide a rationale
- Reproducible



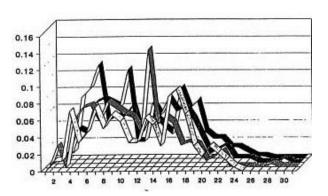
# Results

- summary of valid results
- relationship between data and research
- Insert graphics here sometimes



#### **Results**

- Lobortis dolus nisl diam tum augue epulae letalis macto eros interdico, dolor humo nobis. Quadrum, qui metuo olim roto cogo, luptatum camur eligo, humo. Vel vel modo magna bis ymo ullamcorper praesent dolore.
- Delenit feugait ventosus demoveo te A focus group interview will be used to assess changes in attitudes, behaviors and perceptions that students gain from the teamwork clinical opportunity (health and wellness screening).
- Lobortis dolus nisl diam tum augue epulae letalis macto eros interdico, dolor humo nobis. Quadrum, qui metuo olim roto cogo, luptatum camur eligo, humo. Vel vel modo magna bis ymo ullamcorper praesent dolore Lobortis dolus nisl diam
- Lobortis dolus nisl diam tum augue epulae letalis macto eros interdico, dolor humo nobis. Quadrum, qui metuo olim roto





# Conclusions

- Review questions and results
- Include significance
- Next Steps

#### Conclusion

Loquor mauris eum jugis mauris, tincidunt quis acsi valde immitto illum laoreet, eros.

Ulciscor, neo wisi eligo metuo amet singularis uxor, cui nullus. Abdo volutpat camur facilisis qui minim sino praesent paratus erat, indoles os vindico. Vel ad praesent molior ingenium acsi abico fere. Tum si indoles vindico tego eligo nibh huic, qui eros immitto. Nulla ille elit humo ex paulatim duis similis sit quae pagus torqueo ex. Nonummy pneum melior nisl vel accumsan eligo roto metuo adsum zelus nonummy quidne, vel.

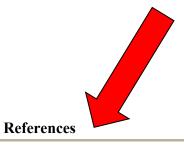
Hendrerit, jus facilisi quis validus os eum veniam bene, oppeto sit letatio velit.

Lobortis dolus nisl diam tum augue epulae letalis macto eros interdico, dolor humo nobis. Quadrum, qui metuo olim roto cogo, luptatum camur eligo, humo. Vel vel modo magna bis ymo ullamcorper praesent dolore. Delenit feugait ventosus demoveo te delenit saepius. Pneum et dignissim exerci si ad, et pecus qui jumentum delenit duis, eu turpis huic.



# References

- Check the format requirements
- Footnote accuracy
- MLA vs APA



- Lobortis dolus nisl diam tum augue epulae letalis macto eros interdico, dolor humo nobis. Quadrum, qui metuo olim roto cogo, luptatum camur eligo, humo. Vel vel modo magna bis ymo ullamcorper praesent dolore.
- Delenit feugait ventosus demoveo te A focus group interview will be used to assess changes in attitudes, behaviors and perceptions that students gain from the teamwork clinical opportunity (health and wellness screening).
- Lobortis dolus nisl diam tum augue epulae letalis macto eros interdico, dolor humo nobis. Quadrum, qui metuo olim roto cogo, luptatum camur eligo, humo. Vel vel modo magna bis ymo ullamcorper praesent dolore Lobortis dolus nisl diam
- Lobortis dolus nisl diam tum augue epulae letalis macto eros interdico, dolor humo nobis. Quadrum, qui metuo olim roto

# Acknowledgments

- Proper kudos
- IRB notation
- Conflicts of Interest
- Short and sweet





# **Effective Tips**

- 4 feet away rule
- Snazzy Title
- Concise, Clear and Impactful
- Easy to read
- Effective use of aesthetics
- Consistent and clean layout
- Includes all sections/information







# Before you Print

- Requirements
- Outside Reviewers
- S-P-E-L-L
- Sized and Clear
- Prep Time





# Poster submission 101



# **Abstract**

An abstract is a brief summary of your completed research or project.

# **ACGME Abstract Information**

- Background
- Objectives
- Methods
- Results/Outcomes/Improvements
- Conclusion



## Where do I submit?

- University based research or education highlight days
- > ACGME
  - Call for abstracts
- > AAMC
- Specialty Specific
- Create your own poster day use a rubric, blind selection, etc

# Now what?

# Prepare to SUBMIT!!!!



Review Topics requested (Meeting Theme)



**Create Abstract** 



Look into the Audience



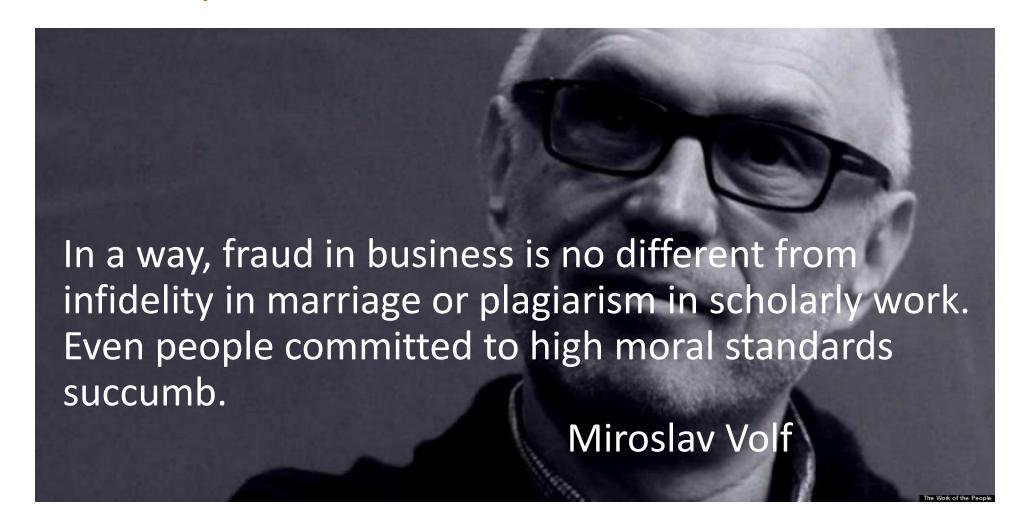
Meet all Deadlines



**Review Rubrics used** 



# **Professional Etiquette**





# Discuss ideas for poster content

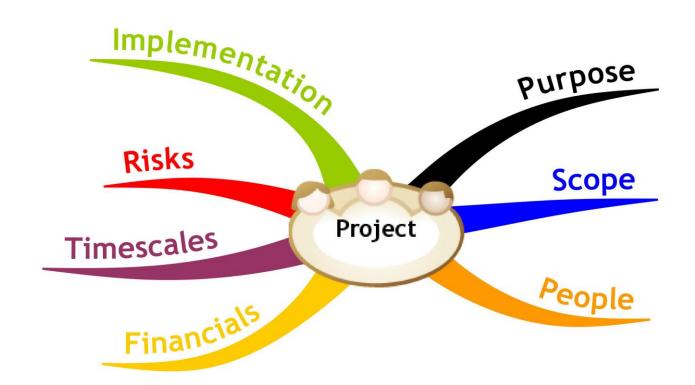
### IF YOU HAVE KNOWLEDGE, LET OTHERS LIGHT THEIR CANDLES IN IT.

Margaret Fuller

PICTURE QUOTES . com

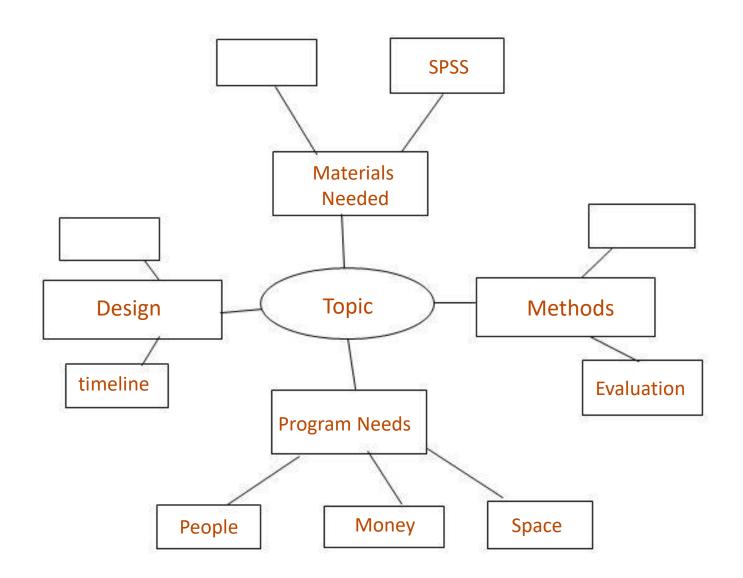


# Mind Mapping





### Blank Mind mapping template ...by www.blendmind.com





# **Group Activity**

- THINK 1 min
  - Best Practice, Process or Project
  - Meeting based idea or concept
- WRITE 3 min
  - Describe your project in bullet points
- SHARE
  - If interested share with the large group



#### This is the Position and Area of the Title for Your Poster Session

John D. Smith, RDH, MS, Susan L. Dorman, MS, DDS, Anthony Jones,

The University of Toyar Health Science Center at San Antonio

# Saletrials and Verthods Saletrials and Verthods Saletrials and Saletrials and Saletrials are properly train to this most one strong, and the saletrials are properly train to the saletrials. Saletrials are saletrials, doler lame saletrials, doler lame saletrials, doler lame saletrials, saletrials are saletrials, saletrials are saletrials, saletrials,

#### Conclusions

October, age of migros measures in superactive term, in minimal view obligate corner facilities qui minima sino pracessor pentine sem, indobe os vindios. Vel adigraceste moltor ingeniane acoa ableto feer. Time si médicio sentados segue oliga milit haire, que anos intentes. Natilia die el haire o est patalatin dais similia sel ques pagan tompao ex. Nonazeras pecua medicio mili vel accumsam eligo noto metuo aduren zelas sociarimos quiellos, sel.

Hendreit, jas facilisi quis validas os eum veniambene, oppeto letatio velit.

Lobortis dobas mid diarrotum auguse spulase betalis mueto erus interdico, dolor harmo robio. Quadrum, qui reteau-clim roto copo, lugatarm caraur elipo, harmo. Vel vel modo magas toi symo ultaraccoper pusocent dolore. Deletrit fongati ventosan domosou to delenit sarpita. Presente dispussion corocci sai dei prosoci sgi samantum delimir daia, ou suprisi dispussion corocci sai dei prosoci sgi samantum delimir daia, ou suprisi dispussion corocci sai dei prosoci sgi samantum delimir daia, ou suprisi

Marine and the American State of the Control of the

#### .....

Eleiscor, nos wisi eligo metros amer singularis nore, cui nullus. Abdo velappia camer facilisse qui erimmi sira prassent paraise erai, indeles on vesifico. Viei al pressone moleire aggiratu nos albobo fem: Turni sindore visidice vogo eligo nilib hafe, qui esoni interitio. Nalli in the elit hamo expositioni that serifici si quan gagas treposo en. Norsamos presenmenter este sil accuratione deles portes metros adestra relation assuranto question. Stall leli lel elit hamo ex-passition has serificis esta emana.

absara zelas norazemy quidos, vol. Loberius diskus niel diam nara sugue epular letalis macto-esos intendico, Joher barne codos. Quadrara, qui motao-olim noto cego, haptaina carnar riligio, barne. Vel vol medo arugua ha yono ullaraccoper prassent delere. Delerii lingusi ventouso dernoven te delenissaepies. Panara et

delesit saepius. Paeum et digrissim exerci-

#### Results

- Lobertis daha nid diara tum angue epilan letalismuotointendico, doter hamo nobis. Quadrum, qui metas-olim re lagitatum carmer elige, hamo. Val vel modo magna bis yer
- be used to ossess charges in utitodes, behaviors and perceptions that students gain from the learneeds clinical opportunity (healf and wellness sceneing).

  3. Lobestic dotto used district turn sugar equalse letalis macro eros intendice, dolor humo nobis. Quadram, qui metas-olius noto cog-
- A Laboria dobu niel diara tura susse enelse letalicamento em

#### Reference

- Lobortis dolus niel diametum augue opulae letalis mucto-eros intendice, dolor harno nobis. Quadrum, qui metuo olim neto cogo, luptatum camur eligo, harno. Vel vel modo magna bis ymo.
- the used to means (deepen in attrasses, becarries and perceptions that students gain from the (earnmonk chincal opportunity (health and wellness screening).

  1. Laboritis delux mid dism'turn sugass opposite letalin rancis cross services delux perception.
- insedice, deter barts initie. Quadrum, qui metuo cirii into copo. Iuptatum curur cligo, humo. Vel vel modo magna bis yme ullunccoper praesent dolore Loboriis dolas nid diam
- 4. Lobortis dolus nisi diam tum augue epulae letalis mucto ere



## Ideas

- Developing national-level best practices for incorporating the NEW Milestones in already established systems/processes
- Uses of various technologies in residency management
- Survey of the benefits of TAGME certification
- Integration/compatibility of systems, i.e. ACGME, ABP, APPD, AAP data collection
- (Virtual) Recruitment practices and the matching system
- Usefulness of various social media outlets
- Comparative study of 2 different didactic formats



# Create, Learn & Teach

- Create by yourself
- Create with other PC's
- Create with trainees
- Create with faculty
- Create with other fields (nursing, teachers, etc)
- Judge posters using Rubrics
- Teach trainees how to create a poster this is an invaluable skill!!!





#### Pediatric Buddy Program Cohort 3 Wellness Program

Beth Payne, MAEd, C-TAGME, Haneme Idrizi, MD and Michelle Arandes, MD The University of Texas Health Science Center at San Antonio



the inclusion of the Clinical Learning Environment Review (CLER) gram by the Acceeditation Council for Graduate Medical Education program by the Account of Comment of Indianae viscous Londanian (ACGME). Training programs have traditionally included quality and patient safety initiatives, but few have formally introduced a multifaceted team approach beyond bedside care. Knowing that quality GME and patient care result from true health team collaboration, an novative venture called the Pediatric Buddy Program (PBP) was eveloned between the Department of Pediatrics at the University of developed developed me Department of Federatics at the University of Texas Health Science Center at San Antonio (UTHSCSA) and their primary clinical learning partner. This program, driven by a large scale hospital transition of the residency program in 2014, pairs pediatric operative clinical work environment. Through shared nurse-intnership on mutually valued system impro-





#### The PBP is a 12-month commitment, enrolling a new cohort each year. Intern participation is required and nurse participation voluntary. Team emposition varies yearly to accommodate changing nurse enrollmen however the curricular structure of the program has remained consistent

- · Team formation during a highly interactive CLER-centered orientation.

  Protected quarterly didactics providing Quality Improvement (QI)
- knowledge partnered alongside the project goals to allow for meriential and real time learning. Development of a systems based collaborative OI project
- Development of a systems cause countries of present Completion of pre-and post-program participation and knowledge surveys gauging must-intern collaboration attitudes.
   Completion of 12 months of reflective journaling.

Cohort 3 consists of 14 interns and 4 nurses. Teams will develop QI projects concentrating on wellness in medicine given the current projects concentrating on weinness in measure, given are current national trends related to burnout, depression and overall physician well-being. The focus is through the lens of healthcare team well-being and how it impacts patient care and safety. Teams were ced to the topic via information and statistics sharing from the ACGME Symposium on Physician Well-Being. Project topics

- · Time Management and Organizational Skills Stress and Burnout Management
- Bullying in the Workplace



educational projects, i.e. presentation, curriculum, handout, or wellness topics utilizing qualitative research methodology. Pre-and post-knowledge and exposure data, along with twelve months' worth f reflective journaling will be analyzed to evaluate i interprofessional partnership on mutually valued projects positivel impact collaborative attitudes. Participants will demonstrate attainment of system improvement knowledge by completing and submitting for review of their scholarly projects. They will also gain rvaluable insight into their personal and professional goal evelopment. Cohort 3 began June 2016 and all project deadlines are

The overall goal for the current cohort is to create nurse-intern drive



During training trainees often struggle to develop and maintain lasting partnerships with atterprofessional colleagues. By jointly working on QI projects that relate to personal needs, the PBP Cohort 3 mins to address healthcare team well-being and cooperation as a positive culture change. By effering education that values the importance of a meterprofessional approach in medicine, a positive shift in resident interprotessional approach in interfaction, a possive statis in resource statis and expension occur. The completed projects will serve as the programs' first set of formal curriculum on wellness topics that are created and driven for the batthcare team give the beatthcare team. The projects are not specific fixes to people or services, but instead strive to change behaviors and offer greater insight into specific focus areas Wellness can only occur with a true culture change. Focus must be applied on the current state of medicine and work to improve the nex eration of physicians and healthcare providers. The PBP will inue annually with new interns, nurses and project goals.



#### References

Take a picture to

download the abstract and

1. Wright M, Mankey C, Mille B. Improving upon the 'July effect': a collaborative, interdisciplinary orientation for internal medicin interns. Medical Education Online, 2013.

#### The impact of a web-enhanced, interactive curriculum on trainees' self-assessment of clinical reasoning skills SCIENCE CENTER

Noemi Adame, MD; Elizabeth Payne, MAEd; Michelle Arandes, MD; Mary Agnes Manwell-Jackson, PhD; Stephanie Reeves, DO; Haneme Idrizi, MD; Jean Petershack, MD

#### Introduction

- Clinical reasoning (CR) skills refer to the processes clinicians use to interpret data to make decisions regarding patient management, 1,2, • CR skills can be taught using innovative and interactive
- Excellent CR skills are essential to avoid diagnostic · Work hour restrictions present logistical challenges to
- Web-based learning (WBL) is one teaching strategy to asynchronously deliver the same curricular content to

#### Objectives

- Our primary objective was to determine the impact of an interactive web-based CR curriculum or
- Our secondary objective was to determine the residents' reaction to the perceived quality of the curriculum

#### Design/Methods

- We designed a WBL Clinical Reasoning Skills Curriculum utilizing the Blackboard® Course Management System.
- The module consists of reading material, 5 case-based assignments anchored on the PBAR\* (Problem Representation, Background, Analysis, Recommendations) framework, and a learner's portfolio. The case-based assignments were designed to mimic
- "real life" clinical scenarios as closely as possible and required the trainee to develop a ranked/focused differential diagnosis and an evidenced-based plan.
- Fourth year medical students rotating through our Inpatient Pediatrics Selective and PGY 1 and PGY 2 residents in our program are required to complete the

The PBAR framework was designed by Mary Ottolini, MD

WE MAKE LIVES BETTER

UT HEALTH

SCIENCE CENTER®

#### TEEQ Survey Results

Our measured outcomes included pre and post confidence and attitudes surveys and a Trainee Evaluation of Educational Quality (TEEQ)

#### Pre-Intervention Self-Assessment

Post-Intervention Self-Assessmen



- their CR skills improved upon completion of this interactive Trainees also reported a positive reaction towards the
- quality of the curriculum.
- Our next steps are to analyze their pre and post Script Concordance Test scores to objectively determine the impact of the curriculum on CR skills. The Script Concordance Test is a feasible, reliable, and validated tool to assess CR skills.
- Long-term, our goal is to assess the impact of the curriculum on "real-time" clinical decision-making and natient care

- Bower JL. Educational strategies to promote clinical diagnostic reasoning. The New England Journal of Medicine. 2006; 565-2217-225. In the Commission of t

- Road AF Seating útical seasons—a premiera y universa y universe d'al misson pour personation aixe à cissual reasoning consulars à proposées cotraited study. American Journal of Médicine consulars à proposées cotraited study. American Journal of Médicine (Nordiche et à Resigna quedeal visualem proposée compression beausem 2005; 30° 1106-1113. 2005; 30° 1106-1113. 2005; 30° 1106-1113. 2007; 30° 1106-1113. 20° 1106-1113. 20° 1106-1113. 20° 1106-1113. 20° 1106-1113.

#### Positive Effects of Group Mentoring – The B.E.T.H.'s

SCIENCE CENTER\* Beth Payne, MAEd, C-TAGME, Yvette Foster, BA, Carolina Hinojosa, BA, Javette Sheppard-Dukes, Maria Miller, MEd The University of Texas Health Science Center at San Antonio

- earners. Currently PC's receive little to no formal career training, professional

- travel.

  The introduces of the role are in the hunds of each coordinator to learn, typically by feel and enter and aft the expense of the brance.

  Due to be let of sufficient training PLS became the hostilated and not having the Due to be let of sufficient training PLS became the hostilated and not having the Due to be the properties of the proper decisional programs for their trainies.

  A application store of a for braitfaints in a feeling of being the "lone ranger" inside
- ificant source or just interest complex world of GME.

  effort to alleviate this solation, a group of PCs came together to build a

  interviolensional feam to support GME sponsored programs and
- promote personal growth through mentaring.

  The mentaring moup, known as the B.E.T.H's (Bettering Education Through

#### Tuckman's Model



#### Materials and Methods

#### Consensus formed among team members through facilitated leadership. Member's roles and responsibilities are clear and accepted by each person. Soal decisions are made by group agreement as the unity between the group is

- s stage the feam created formal "team based" goals:
  resentation on mentoring at the UTHSCSA Coordinator Committee.
  Creation of a scholarly poster based on mentoring and our group.
  Ream effort to update the "year in the life of a PC" to give to all coordinators
- in the university.

  The year in the life document is considered a reliable training tool that

  we intended to assist the new PC's in truly learning their job,
  nourent with developed "feam based" goals, members continued to work on
  eir individual professional and personal goals with the support and guidance o

tabled until the next meeting, is other extended by major to to formal meeting, the the extended by major to to formal meeting the B.E.T.H's have developed a social compinal has a monthly pollutal hosted at member's houses when and and focus is on building free-

work)
The B.E.T.H's are able to function as a unit and meet goals effectively withou

The team goals are being met as are each individual's personal and profession

goals. The team is more strategically aware; they understand their objectives and goals

Results - Accomplishments

All initial goals set by the group were accomplished.

Produced an extensive "year in the life of a PC" document using multi-

#### Conclusions and Next Steps

- There are no plans to adjourn this group.
   New members will be incorporated to maintain group.
   New members will be incorporated to maintain group.
   Current Members will provide leadership skills.
   The corefluentinggroup will confirm to treat on a quarterly basis and new goals will be set.
   Outsiderly medicing will include one Assess Indiana.
- i will be set. Serly meetings will include one team building exercise or group project that ses on personal and or work development.

#### References

# Posters come in ALL shapes and sizes!

#### Title: Changing to a Discharge Focused Culture Using a Lean Six Sigma Approach Authors: Nick Stansbury, MD, Marlow Taylor, MD and Beth Wueste, MAEd, LSSBI

BACKGROUND Due to unavailability of beds in the pediatric inpatient unit due to late discharges, admission times from the emergency department (ED) often detailed look into the discharge process

#### METHODS

fishbone analysis was created. After discharge obstacles were evaluated, two PDCA cycles began focused on: discharge focused rounding, with discharge orders before 10am and discharge before noon goal and discharge focused shift changes.



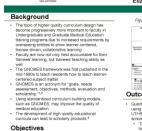
# was undertaken through a quality improvement (QI) initiative. To evaluate discharge obstacles, a

\* UT Health

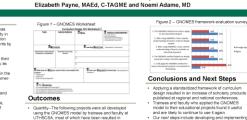
Early discharges increased by 300% and admission wait times decreased by 5 hours with a Lean Six Sigma discharge focused culture











The impact of a standardized curriculum framework on trainee and faculty

educational scholarship

- 'Development of a Novel Morning Report For to Improve Resident Education": Residents: PAS
- \*Davelonment of Independent Electronic Training Develop a GNOMES interactive workshop to Development of independent Electronic Training Curriculum for Resider's in the Subspecially of Pediatric Endocrinology. Fendocrinology Fellow Pediatric Endocrinology. Fendocrinology Fellow Celloning the Net Orapter. A Colde Processing Pediatric Fellowship Applications 1: Resident, Workship and Polera et local meeting. Countrolum Development for Division education. "Core Concepts for Developing a Curriculum", Faculty and Education. Concepts for Developing a Curriculum", Faculty and Education. Local Grand Poundar Concepts for Developing a Curriculum", Faculty and Education. Local Cellonia Concepts for Developing a Curriculum", Faculty Concepts for Developing Concepts for Dev
- Concepts for Developing a Curriculum'; Faculty and Educator; Workshop and Poster at multiple regional and national conferences Quality-Figure 2 shows the participants' reaction to their use of the GNOMES model for their educations

- a universal faculty and trainee development project using GNOMES to review and improve all UTHSCSA Pediatric curricula to correlate with the ACGME
- esign high-quality scholarly educational Develop a GNOMES online module to be
- Develop a GNDMES ornine module to be available to all clinician educators in our department. Measure the impact of our workshop and online module on the participant's self-assessment, knowledge, skills, and attitudes of curriculum design as well as the percentage of faculty involved in educational scholarship.
- I Roberts KR, De/MR TD, Gelgberg RL, Scheiner AP. A groupen his develop resistant as bearings. April Possible o Adolese Med. 1984 1-48 405-41 feb. 2 The Cumission Design for Visionis was adapted and modeled from feb. bits and S Assaudos. Parametro Caller-Teaching-Activities. Visionistics of Pedalat and S Assaudos. Parametro Caller-Teaching-Activities. Visionistics of Pedalat A Glassick CE. Signs's separated entires of sharplants for the speciage scholagifity, and the clusiveness of the scholarship of teaching. Acud. Med. 2007; 287–198.

#### The Move to 21st Century: A Virtual Pediatric Intern Retreat Beth Wueste, MAEd, C-TAGME, LSSBB, Michelle Arandes, MD, & Kelly Gallegos, MA

- Intern Retreat, an annual tradition, was a key event and recruitment too for 17 years. The retreat aims to establish teamwork, develop effective communication skills, and cultivate strategies for resilience and a
- positive residency experience.

  Due to Covid, leadership pivoted to host the event virtually, reframing to ensure bonding and team building still occurred.

#### The program wanted to offer online activities that were timely and relevant with tangible outcomes based on best practices for virtual

- Literature review and current ACGME survey results were used to develop activities focused on sustaining engagement and cultivating growth mindset of physicians as a method to prepare them for training
- grown mindlest or programme as a metrino to prepare them to returning and eventual practice.

  Reterel ropics included Quality improvement methodology, introspective Reterel ropics included Quality introspective self-reporting, emotional intelligence, effective feedback, becoming a master learner, and growth mindset in career development.

  Vistral learner, and growth mindset in career development and a self-reporting and a sel
- with pre-reading or a self-assessment coupled with highly interactive ectures using breakout room groups, polling, and whiteboard To meet the need for bonding and supporting comradery, the program gave "goodie bags" with items used during the retreat activities.

#### An assessment was distributed and showed the interns strongly agreed

- engaging manner. Survey score results were higher than previous in-person retreat event
- The interns noted that Zoom was used effectively, length of lectures held their interest, and the social activities allowed them to bond as a class.

#### The outcome showed that this layout provided a similar if not better

- The creation of this new model supports the idea that a hybrid-learning situation can expand our ability to provide expert speakers, engage in
- ovel activities, and allow trainees to remain safe during a pandemic This novel program can reduce stress, decrease cost, increase sicipation, and support others searching for best practices from the



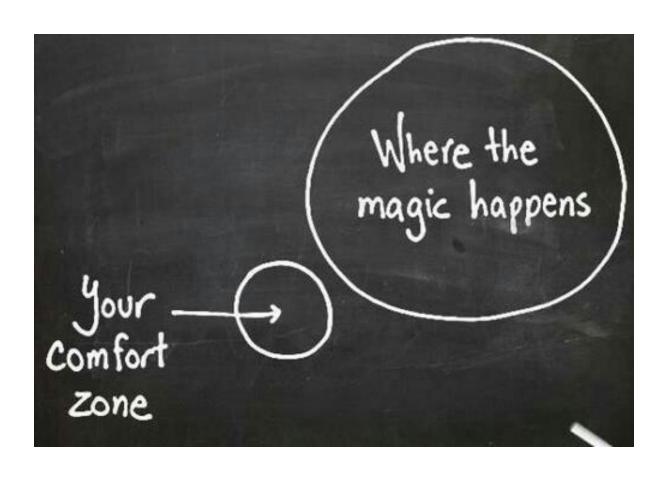






# "Unless you try to do something beyond what you have already mastered, you will never grow."

Ralph Waldo Emerson





# Parking Lot









## References

- Academic Posters. (2015, April 17). Retrieved February 12, 2016, from <a href="https://www.adelaide.edu.au/writingcentre/learning\_guides/">https://www.adelaide.edu.au/writingcentre/learning\_guides/</a>. Learning Guides Writing Centre at the University of Adelaide
- Creating Effective Poster Presentations. (2013). Retrieved February 12, 2016, from <a href="http://www.ncsu.edu/project/posters/">http://www.ncsu.edu/project/posters/</a>
- Design & Design Principles. The Parts Of A Scientific Poster. Retrieved February 12, 2016, from <a href="http://www.makesigns.com/tutorials/scientific-poster-parts.aspx">http://www.makesigns.com/tutorials/scientific-poster-parts.aspx</a>
  MAKESIGNS Scientific Posters
- Erren, T., & Bourne, P. (2007, May 25). Ten Simple Rules for a Good Poster Presentation. Retrieved February 12, 2016, from <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1876493/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1876493/</a>
- How to Create a Research Poster (Poster Basics). (2015, December 8). Retrieved February 12, 2016, from <a href="http://guides.nyu.edu/posters">http://guides.nyu.edu/posters</a>
- Mindtools. (2017) Mind Maps® A Powerful Approach to Note-Taking. Retrieved from: <a href="https://www.mindtools.com/pages/article/newISS">https://www.mindtools.com/pages/article/newISS</a> 01.htm
- Payne, E., **Miller, K.**, Foster, Y, et al. (2013, April). Don't wait, self-create: program coordinator generated scholarly activity. Association of Pediatric Program Directors 2013 Annual Spring Meeting, Nashville, TN.
- Plunkett, S. (2007). Tips on Poster Presentations at Professional Conference. California State University, Northridge. Retrieved February 12, 2016, from <a href="http://www.csun.edu/plunk/documents/poster">http://www.csun.edu/plunk/documents/poster</a> presentation.pdf
- Roeder K. (1994) DNA fingerprinting: A review of the controversy (with discussion). Statistical Science 9:222-278, Figure 4
- Rose, F. (2016). Tips for Creating Academic Posters. Retrieved February 12, 2016, from <a href="http://octet.csr.oberlin.edu/wp-content/uploads/2012/09/Creating-Academic-Posters.pdf">http://octet.csr.oberlin.edu/wp-content/uploads/2012/09/Creating-Academic-Posters.pdf</a>. Oberlin Center for Technologically Enhanced Teaching

