The Teachable Moment
January 20, 2015

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Announcements

CFDE Teaching Consultation Program
The Center for Faculty Development and Excellence offers consultations aimed at assisting faculty members develop a clear set of goals for improving their teaching, and to realize at least one of their goals by the end of the semester. Read more...

Nominate Staff for the Emory Award of Distinction
Nominate an Emory University employee who deserves recognition for his or her initiative, innovation and leadership in furthering Emory’s vision as a destination University. Deadline: Friday, February 6th. Read more...

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Congratulatory Corner!

Have you recently been honored for your educational efforts? Spoken at a national meeting? Received a grant for your teaching? Let us know!

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Worth the Read

For those understandably uncertain about Competencies, Milestones and Entrustable Professional Activities, this manuscript nicely summarizes the differences and the methodologies used to derive the current goals of internal medicine residency education. You may remain frustrated by some of the novelties of the current assessment system, but you’ll understand that is an underlying soundness behind the changes implemented by the ACGME and the Alliance for Academic Internal Medicine.

The Development of Entrustable Professional Activities for Internal Medicine Residency Training: A Report From the Education Redesign Committee of the Alliance for Academic Internal Medicine
Caverzagie KJ1, Cooney TG, Hemmer PA, Berkowitz L. Academic Medicine, November 18, 2014. Read more...

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Teaching Tips

E-CEX: Teaching and Evaluating Patient Interactions when Using an Electronic Medical Record

Electronic medical records (EMRs) have revolutionized patient care and transformed the dyadic patient-physician relationship into a triadic patient-physician-computer relationship. While improving care coordination and communication, EMRs have been critiqued heavily as well. Dr. Abraham Verghese, in his article “Culture of Shock-Patient as icon, icon as patient”, calls the modern patient an “iPatient” who is “handily discussed in the bunker, while the real patients keep the beds warm and ensure that the folders
bearing their names stay alive on the computer”. Therefore, EMR training should be an important part of curricula for medical schools and residency programs, to ensure patient-centered use of the technology. Below are some best practices to use when evaluating and giving feedback on professionalism and communication skills to your trainee in a CEX or OSCE session involving a patient and a computer:

1) The trainee should review the chart before entering the room
2) The trainee should introduce the computer and ask the patient’s permission when starting to use it
3) The trainee should start with patient’s concerns rather than reading the electronic chart, to develop rapport and establish an agenda for the visit
4) The trainee should explain to the patient what he/she is doing on computer while doing it
5) The trainee should use the computer to highlight discussed data, pointing to the screen as needed, to engage the patient
6) The trainee should maintain full eye contact with the patient while listening to them
7) Inability to type is rarely a problem for trainees of the millennial generation, but resources to learn typing should be discussed in the occasional instances when needed

Quratulain (Annie) Syed, MD

Events & Educational Opportunities

**February 10: Building a Teaching Portfolio**
The teaching portfolio is an important part of the promotion packet. Learn about the critical pieces and how to put together a compelling packet.
SOM 178P. 5:30 PM – 6:30 PM | [Link to view remotely] | [Questions?] | [Read more...]

**April 17: Faculty Education, Enrichment and Development Conference**
Save the date for the 2015 FEED Conference set for Friday, April 17th. [More info on FEED...]

**May 6: To Lecture or Not to Lecture: Building a Better Learning Experience**
Save the date for this half-day symposium, which will include both lectures and small group exercises, will focus on improving your ability to transmit knowledge in a lecture hall or small group session. Sessions will include improving lecture skills, best practices for use of an audience response system, and developing electronic educational materials.

Highlighted Educator

**Jada Bussey-Jones (General Medicine and Geriatrics)**

Dr. Jada Bussey-Jones received her BS in Biology and Sociology and later her MD from Emory University. She went on to complete her IM residency at the University of Maryland followed by a one-year research fellowship at the CDC. She joined the Mercy Medical Center in Baltimore, initially as Director of Ambulatory Education and then as Medical Director for Mercy Family Care. Jada returned to Emory in 1999 and has been providing exceptional service since. She helped develop Grady’s Primary Care Center (PCC) which conducts 60,000 visits annually and was instrumental in the PCC achieving a level III National Committee for Quality Assurance (NCQA) Patient Centered Medical Home (PCMH) certification. Jada was named Co-Director of Emory University’s Urban Health Initiative which is engaged in community-based service and participatory research and training future health professionals to improve the health of, and decrease disparities among, diverse and underserved populations in Atlanta. She now serves as the Chief of General Medicine and Geriatrics at Grady. Jada has established herself as an excellent teacher, as evidenced by her high quality contributions to direct bedside teaching, course leadership, and educational
service. She helped create and now directs the Outpatient Experience Curriculum for M1 and M2 students. She also established the Cross-Cultural Primary Care resident Lecture Series, which she has directed since April 2000, and the Medicine and Society Lecture Series. She chaired the National Disparities Education Task Force for the Society of General Internal Medicine organization and served as editor for a special issue of the Journal of General Internal Medicine dedicated to disparities education. In this role, her leadership resulted in an award winning national disparities course, web based educational modules, and two national symposia on disparities at both the Society of General Internal Medicine and at the American Association of Medical Colleges. She is the recipient of several awards including a Dean's Teaching Award, Society of General Medicine National Mentoring in Education Award, and most the prestigious Educator Impact Award in 2013 for her overall contributions to education in the department.