**Announcements**

**Department of Medicine Faculty Awards**
Do you know an excellent teacher? Nominate them for the Educator Impact Award or the AME Teach 12 Award! Award details, eligibility and required nomination materials for all Department of Medicine awards can be on the Faculty Development website. **Deadline for submission is May 6th.**

**Looking for more service opportunities?**
The University Senate Committee is looking for interested faculty to apply for a number of service committees. If you wish to serve on a committee during the upcoming academic year please send your CV and a brief statement of interest to Senate Assistant Jordan Stewart-Rozema by April 30th. **Read more...**

**Help us tailor communications to your needs**
Feeling email fatigue? Getting enough information? Not enough? Please take a moment to let us know how the Department can better communicate with you. Estimated time: 3-5 minutes. Your feedback will help us communicate better with you. Staff survey coming soon.

**Did you know?**
The Department of Medicine’s Consult Program offers **free** assistance to faculty members in five areas including teaching and presentation preparation. **Read more** and submit your request now!

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**Congratulatory Corner!**

**Varun Phadke, MD (Infectious Diseases)**
Winner of 2015 Fellows Teaching Competition

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**

This recently published manuscript is a wonderful and very practical review of the fellowship application process intended for your residents; while it has some content specific to trainees applying in pulmonary and critical care medicine, the majority is relevant to all fellowship applicants, making it a worthwhile tool to distribute to your trainees.

**Preparing for Fellowship in Internal Medicine: Steps for Success with a Focus on Pulmonary and/or Critical Care Programs**

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**Teaching Tips**

**Giving Feedback- going beyond “Good Job”**
Feedback is a non-evaluative, objective appraisal of performance intended to improve clinical skills and is an essential component of medical education to promote learning. Unfortunately, it is one of the most difficult and often avoided components of clinical teaching, with surveys indicating up to 80% of residents reporting never or infrequently receiving corrective feedback from their attending physicians, and only 8% being “very satisfied” with the feedback process (Ende, JAMA 1983). Clinical teachers frequently indicate that their greatest need is to learn how to give feedback more effectively. Below are a few tips to help facilitate the process of feedback.

Timing - Brief corrective feedback can be given daily on observed behaviors such as at the end of a presentation in clinic or on the wards, or after an observed bedside exam. Formal feedback generally occurs at strategic points during the rotation, e.g. mid-month, and is generally more comprehensive.

Environment - Prepare your learner to receive feedback. Select an appropriate time and location for its delivery. Make it clear to the learner the intent of the discussion is to give them feedback: “let me give you some feedback on ...”. This is particularly important with brief daily feedback. Revisit the expectations and goals set during orientation and use these as a guide in more formal feedback.

Self - Assessment- Ask learners how they think they are performing, what they are doing well, and where they need improvement. Many learners are very self-aware and their insight can help to establish a shared agenda on what needs improving.

Be specific - Utilize specific examples of behaviors observed over the month to exemplify what the learner did well and where they need to improve. Make the feedback appropriate to the developmental stage of the learner as well as the learning environment (outpatient clinic, wards, classroom, ICU, etc.). This is often the hardest principle for me because I don’t always remember specific behaviors. Over time, I have learned to write observations down at the end of the day for each learner on the team to revisit during feedback sessions. Examples include observations of goals of care discussions; quality of progress note and discharge summaries; effectiveness of oral presentations; communication with consult services, SW, PT, etc.; team leadership; short teaching presentations; etc.

Plan - Develop an action plan for improvement using suggestions from the learner with additional ideas provided by the faculty. This may involve employing suggested techniques on the next patient interaction with further feedback on effectiveness. Consider asking the resident to feed forward specific areas they are working on that they would like the next evaluator to observe for feedback.

Stacy Higgins, MD

Events & Educational Opportunities

**April 21: Negotiating Skills: Advancing in the World of Academia**
Learn about the challenges of negotiation and how to overcome them. Gain effective negotiation techniques and accrue tips for the best possible outcome.
SOM 178P. 5:30 PM – 6:30 PM | [Link to view remotely](#) | Questions? | [Read more...](#)

**April 30: SoTL 101: An Introduction to the Scholarship of Teaching and Learning**
This workshop will provide an overview of the scholarship of teaching and learning (SoTL), including why SoTL projects are important and how to get started.
Jones Room, Woodruff Library. 12:00-1:30 pm | [Register](#)

**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. A limited number of one-on-one presentation consultations will also be held during this event. [View the Agenda](#) | [Register](#)
May 29: Advancing Healthcare Quality Research at Emory
Join us for this day-long quality forum and networking opportunity for Emory University researchers to learn about ongoing quality, effectiveness and value-based research activities within the Woodruff Health Sciences Center. The event will take place May 29th in the HSRB Auditorium and is sponsored by the Department of Medicine. Register | Read more...

June 4: DOM CV Review Session
Save the Date! The CV Review Session will have representatives from the DOM Faculty Development Promotion and Tenure Sub-Committee who will offer advice on ways to enhance your preparation for future promotion to Associate Professor or Professor. Assistant Professors and Associate Professors to take advantage of this session; however registration will be open to other ranks as well. Registration will be required and will be available in the coming weeks.

Highlighted Educator

Michael Lubin, MD (General Medicine and Geriatrics)

Michael Lubin was born and raised in Vineland NJ, graduated from the Johns Hopkins University, and received his MD from Johns Hopkins as well. He matched at the Emory University Affiliated Programs in Internal Medicine and was hired as one of the first general internists in the fledgling division of general medicine. His first task was reinventing the resident medical clinic and attending on the internal medicine inpatient service. After completing a sabbatical from the Hartford Foundation in geriatrics, he returned to Grady and Emory and served as the Division Director of General Medicine from 1985-1995. He has continued to attend in the resident clinic since 1976 and has attended on the wards as well. He has been the director of the internal medicine subinternship for senior students for many years. His main academic interest has been in the medical care of the surgical patient and has edited 5 editions of a textbook on that subject since 1982. Teaching clinical medicine to students and residents emphasizing the importance of the history and physical examination along with the thinking process for diagnosis and therapy are his main joys and privilege.

Outside of work he enjoys cooking, wine, chocolate, friends and travel. He will leave out the cigars since Emory is a non-smoking university.

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Questions or comments?

What would YOU like to see in this newsletter? What can the Education Community do for you? Submit your feedback!

Clinical Excellence Community | Research Community