

## Worskhop Abstracts

### **Creating Engaging Animated Videos: A Hands-on Workshop for Educators**

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#### ***Background***

A blended curriculum with online asynchronous modules that reinforce face-to-face instruction are increasingly being used. Video-based instruction incorporating animation and voice-over has been shown to be an effective use of technology to enhance learning among new generations of learners. Delivery of content using multimedia learning principles, with incorporation of best-practice principles, is essential to creating educational media. This workshop will utilize 'Powtoons' as an animation platform and will guide participants with no experience in animation, video, or related skills to creating engaging videos for their own educational settings.

#### ***Statement***

By the end of this workshop, learners will be able to 1) Define pedagogy and best practices for multi-media presentations, 2) Appraise quality of multi-media presentations, and 3) Practice lessons learned to create a multi-media presentation.

#### ***Summary***

The workshop will begin with an interactive poll of the audience to assess learners' goals and prior experience with technology. Participants will then engage in a group exercise to critically appraise examples of educational videos to highlight essential features of multimedia presentations that enable engaged learning. This information will subsequently be reiterated in a 10-minute presentation on "Best Practices for Multimedia Presentation - Best Practice Guidelines," followed by a showcase of an exemplary educational video. The workshop will introduce an easy-to-use, readily available animation creation platform, Powtoons. Participants will practice in small groups to design an animated video and share their products for feedback. Workshop facilitators will provide coaching during this hands-on session. The workshop will conclude with a demonstration of advanced features of Powtoons, to motivate participants to apply the lessons learned into educational activities.

## **Conflict Resolution 101: Decoding the Drama Triangle of Heroes, Victims, and Villains**

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### ***Background***

Conflicts are inherent in healthcare teams and can be detrimental to team performance and patient safety. Most physicians do not receive any formal training in conflict-resolution skills. This workshop is designed for clinicians to improve their communication, leadership, and mutual-support skills as they relate to conflict resolution and resolve conflicts in a professional manner.

### ***Statement***

The target audience is physicians working in inpatient or outpatient settings who have faced conflicts, in both the clinical and academic settings, in their medical careers. After the session, the participants will be able to 1) Describe the drama triangle (theoretical framework) of assigning "hero, victim, and villain" in conflict situations and its implications on the healthcare team, 2) Identify the components of conflicts: task-related and interpersonal, 3) Describe the different conflict-resolution styles and tools to resolve conflict professionally, and 4) Practice and apply conflict resolution tools with the use of case-based scenarios and interactive team-based improvisation games.

### ***Summary***

The workshop is designed for clinicians to improve their communication, leadership, and mutual support skills as they relate to conflict resolution, with the goal of being able to resolve conflicts in a professional manner. It is a very interactive workshop during which physicians learn about the "drama triangle," a theoretical framework of conflict that provides insight into the roots of conflicts. Several small and large group activities will be used to practice self-reflection when a problem arises and to learn how to apply an innovative tool that highlights the step-by-step process of approaching conflict resolution. Case-based scenarios in various settings (task-related and interpersonal) along with team-based improvisation games will provide opportunities for physicians to apply these tools and resolve conflicts in the healthcare setting.

## **Coaching Learners Towards Formulating Professional Identity Formation Using Threshold Concepts**

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### ***Background***

Professional identity formation (PIF), which involves the development of professional values, actions, and aspirations, has been prescribed as a primary focus of medical education by the Carnegie Foundation. However, these professional values often are taught through the hidden curriculum, frequently without a structured, guided reflection.

### ***Statement***

Using Kolb's Learning Style as a conceptual framework, the goal of this highly interactive and fast-paced workshop is to train faculty to coach learners towards formulating strong PIF. We will do this by exploring the integration of PIF and defining troublesome knowledge (TK) and threshold concepts (TCs) in professionalism. We will discuss the TCs as critical requisites for learners to move up Keegan's stages of developing PI using case scenarios, Poll Everywhere, and small group discussions. A substantive component of the workshop will involve participants in a role-play, using the self-efficacy learner theory as a framework to coach learners towards developing competencies in professionalism. Participants will practice using multiple tools as guides to facilitate discussions with learners with lapses in professionalism. In small groups, participants will discuss practical strategies used during role-play, identify which tools best fit their learners in cultivating professionalism, and share insights in a large group report out. The workshop facilitators have broad experience in this domain and will share a comprehensive workbook that has been used in faculty-development workshops at their home institutions and answer questions during group activities. The workshop will conclude with briefly describing take-home tools for further understanding how to implement curricula using self-efficacy for a myriad of teaching scenarios to improve PIF.

## **The "Millennial Learner": Friend not Foe**

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### ***Background***

Often we see articles on how to deal with "millennials," a generation that has seemingly plagued the workplace and learning community since they first entered it several years ago. Characteristics describing this broad generation vary and range from being overtly positive to extremely negative and often are conflicting. Some articles describe millennials as team-oriented, whereas others describe them as entrepreneurial and preferring to work alone. So what do we actually know about this generation and their interactions with others in the workplace and learning environment? As we continue to have several generations in the workplace at the same time, it is now more important than ever to understand the different perspectives that individuals bring to the table and try to work collaboratively to move the field forward.

### ***Statement***

This dynamic workshop will provide a brief overview of the shared experiences and characteristics of the different generations based on research from leaders in the area of generational studies. We will delve further into the part that millennials currently play in our medical education system and discuss how to optimize their role in medical teams and educational leadership to encourage innovation and learning. We will focus on recognizing the positive characteristics of different generations and how to utilize their best traits to move the field forward. We will emphasize that we should not stereotype individuals based on the year of their birth but rather should seek to understand how a generation's shared experiences might shape their perspectives and how these insights could affect interactions with others.

### ***Summary***

Using small group exercises, individual reflection, and role playing, this unique workshop, with presenters representing three different generations of educators, will provide participants with a better understanding of generational differences and offer strategies to work more collaboratively and improve team dynamics.

## **Developing Critical Consciousness**

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Audrea Burns: Baylor College of Medicine, Pediatrics, Immunology and Allergy

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### ***Background***

We value that physicians play vital roles in addressing health inequities in order to achieve health as a universal human right. Faculty development needs to be deliberate in teaching clinical educators how to dialogue effectively about these inequities in order to support each other, our trainees, and ultimately our patients. We propose an innovative workshop that focuses on developing communication skills in complex conversations in medicine by moving beyond cultural awareness to fostering critical consciousness, which “involves a reflective awareness of the differences in power and privilege and the inequities that are embedded in social relationships.”

### ***Statement***

After attending the workshop, participants should be able to 1) Distinguish between cultural competency and critical consciousness and define the role that critical consciousness plays in medical education, 2) Discuss how to effectively dialogue with faculty, learners, and patients of different backgrounds, which may include differences in race, class, gender, and/or religion, and 3) Recognize how a clinician’s bias can perpetuate health disparities and outline personal strategies to combat bias.

### ***Summary***

Participants will be engaged in an interactive discussion about critical consciousness and its importance in medical education. Participants will engage in two small group discussions, one of which uses clinical scenarios with patients and one of which uses teacher-learner scenarios. Both small group activities facilitate discussion about how race, class, gender, and religion impact faculty, trainees, and the patient’s care. Participants will debrief in a larger group about their discussions, and several recent national studies will be highlighted. Subsequently, participants will brainstorm about next steps to take for further faculty development on critical consciousness. During this workshop, participants will be invited to share their backgrounds/experiences, and workshop leaders will utilize the courageous conversation strategy in order to provide a welcoming, safe space for dialogue.

## **The Best Defense is a Good Offense: Practicing Emotional Agility to Mitigate Burnout**

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### ***Background***

Burnout remains a major issue, being highly prevalent among both trainees and faculty. Implementing wellness activities such as increasing physical exercise or getting more sleep is important, but managing the emotional stress or pressures implicit within the healthcare environment is equally important. Although recent literature has supported a more systemic approach to burnout interventions, we must not discount the role of the individual and the importance of equipping ourselves and our trainees with the proper tools to cope with a stressful and ever-changing medical system. Naturally, during residency training and the day-to-day environment as a healthcare professional, negative thoughts and feelings can consume an individual and potentially interfere with one's performance and well-being. Emotional agility, a subcategory within emotional intelligence, is the ability to navigate these negative thoughts that can occur in times of increased stress.

### ***Statement***

In this workshop, we will provide a brief overview of emotional intelligence and its competencies. We will then define and further explore the subcategory of emotional agility, paying particular attention to its potential link to burnout and its role in mitigating burnout. Lastly, we will discuss methods to enhance and manage our own emotional agility as well as coach emotional agility in our trainees.

### ***Summary***

In a brief didactic presentation, we will introduce the concepts of emotional intelligence and more specifically, emotional agility. Through reflection and think-pair-share exercises, we will provide participants opportunities to explore their own emotional agility and practice utilizing some of the introduced techniques to improve this trait. Through small and large group discussions, we will share real-life scenarios for which the framework for emotional agility can be applied and demonstrate its importance and relevance to the general well-being of trainees and faculty in medicine.

## **Cultivating an Optimal Learning Environment: Addressing Microaggressions in Pediatric Training**

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### ***Background***

The Department of Pediatrics and leaders at Baylor College of Medicine, including the Office of Institutional Diversity, Inclusion and Equity, are committed to increasing the diversity among our pediatric residents, fellows, and faculty. As we have made strides in increasing our diversity, we must foster an environment that is inclusive and supportive, especially for our faculty and trainees who historically have been marginalized and underrepresented in medicine. Among barriers to creating an inclusive work and learning environment are the frequent experiences of microaggressions and marginalization our learners and faculty may experience. Advocates and allies equipped with effective tools and resources are needed to support our faculty and learners and to address these microaggressions.

### ***Statement***

At the conclusion of the session, participants should be able to 1) Define the types of microaggressions and their effects on pediatric faculty and learners, 2) Identify and practice strategies for responding to microaggressions experienced in the pediatric workplace and learning environments, and 3) Understand the institution's and department's stance and resources for responding to and minimizing microaggressions.

### ***Summary***

This workshop builds off the "Theater of the Oppressed" adapted for use in academic medicine. Participants will role play scenarios that include an aggressor, the learner, and a faculty. The learner is subject to a common microaggression. The large group then will discuss strategies for addressing the situation, followed by an opportunity to practice. We will also review and discuss policies and strategic initiatives clinical affiliates (e.g. Texas Children's Hospital, Department of Pediatrics, and Baylor College of Medicine) can use to create an inclusive environment and address microaggressions. By attending the workshop, faculty will have greater ability to support and advocate for their colleagues and learners in situations where these situations may arise.