2015 Annual GRIPE Winter Meeting

Tallahassee, FL USA
January 29-31, 2015
Four Points by Sheraton Tallahassee Downtown

Bridging Basic and Clinical Sciences
Strategies & Scholarship

Committees and Pre-conference Workshops
January 29, 2014

Plenary Sessions
January 30-31, 2015
Tallahassee, Florida

HOSTED AND SPONSORED BY

Richard S. Nowakowski, PhD, Chairman
Jose Diaz, MD Ph.D., Host
Department of Biomedical Sciences
Florida State University

and the
Irwin H. Brown Office of Continuing Professional Development
University of Oklahoma Health Sciences Center

Four Points by Sheraton Tallahassee Downtown
Tallahassee, FL

THE FLORIDA STATE UNIVERSITY
COLLEGE OF MEDICINE

1851
Thursday, January 29, 2015

Committees and Pre-conference Workshops
1:00 – 2:30  Writing Objectives as Guides to Assessment
Regina Kreisle, M.D., Ph.D., Executive Director, GRIPE

*Presentation (25%) and small group discussion (25%) of the elements of good question writing based on the course objectives; small group review of sample questions; creation and discussion of questions by the participants (40%); presentation on using question statistics to review the quality of questions (10%).*

Making Mentoring Work – for the Mentor and Mentee
Darshana Shah, PhD, President, GRIPE

*Small group discussion on the key elements of mentoring, obstacles to effective mentoring efforts, and ways to overcome those obstacles.*

Pre-conference Workshops are open to all Meeting Registrants

2:30-2:45  Break
2:45-4:30  Workshops Continued
5:00- 7:00  Reception & Registration
7:00 PM – 9:00 PM  Executive Committee

Friday, January 30, 2015

8:00 - 9:45  Welcome and Orientation
Darshana Shah, Geoffrey Talmon, Jose Diaz

*Jose Diaz, Host and Moderator
Introduction and welcome by Deans, Departments Heads, and Conference leaders; introduction to the program.(45 minutes)*

Medical Education at Florida State University School of Medicine
Jose Diaz

*Didactic presentation on the experience of curricular organization at FSU (60 minutes).*

9:45 - 10:00  Break
10:00-12:00  Morning Presentations – Geoffrey Talmon, Moderator
10:00 – 11:00  A Third of a Century of Pathology Education: A View from the Trenches
Roger Geiss, Professor and Chair, Department of Pathology, University of Illinois at Peoria
Didactic presentation on Dr. Geiss’s experience on teaching Pathology with time for questions and discussion.

11:00 – 12:00  **Integrating Basic Science into the Clinical Years**  
Frazier Stevenson, MD, Assoc. Dean for Undergraduate Medical Education, Univ. of South Florida College of Medicine, Tampa, FL  

**Didactic presentation on the challenges of integrating basic science into the clinical years with discussion of potential solutions.**

12:00 - 12:15  **Break**

12:15 - 1:15  **Lunch, Roundtable Discussions with GRIPE Members**  
*Leaders will engage participants by asking questions regarding experience at the participant’s institution and advice for best practices.*

Manette Monroe - **Fostering Medical Students’ Interest in Pathology Careers**  
Amy Lin - **Pathology Education and Team-based Learning**  
Regina Kreisle – **Understanding and Using Examsoft**  
Geoffrey Talmon – **Issues in Pathology Residency Training**

1:15 - 1:55  **Poster Viewing (see Saturday Poster session for Titles and Presenters)**  
(all authors to remain with their posters during entire 40 minutes)

2:00 – 3:00  **Concurrent Workshops**

**Teaching Medical Students about the Importance of Pathology and Laboratory Medicine**  
Geoffrey Talmon, MD, University of Nebraska Medical Center  

*This workshop will be divided into three segments, each with a short introductory presentation followed by individual and small group work to 1) identify objectives for laboratory medicine objectives, 2) formulate methods of incorporating laboratory medicine into teaching and 3) identify strategies to provide appropriate resources and assessments.*

**Methods for Integrating Basic Science Content into Clinical Rotations and Dealing with Resulting Issues**  
Aaron McGuffin, MD, Joan C. Edwards School of Medicine, Marshall University  

*This workshop will include a group discussion on the challenges of incorporating and reviewing basic science content in the clinical curriculum, present several potential innovations to address those challenges, and help participants plan for curricular change in their home institutions.*
Vertical integration of pathology in the preclinical years and teaching medical students about the practice of pathology
Larry Nichols, MD, University of Tennessee Health Science Center

This workshop will consist of a discussion defining the issue of vertical integration with respect to teaching Pathology in the preclinical years and identification of issues regarding the need to provide students with sufficient information to understand Pathology as a practice option; participants will work in small groups to share experiences and develop a list of challenges for large group discussion; the final segment will be devoted to a summary discussion with questions and answers.

Writing Quality NBME-style Questions
Peter Anderson, DVM, PhD, UAB School of Medicine

This workshop will consist of short didactic presentations on the qualities of a good NBME-style question (35%) followed by small-group based identification of sample question flaws and discussion of sample questions (35%). Participants will be asked to review and re-write sample questions (30%).

Engaged Learning for Large Groups
Frazier Stevenson, MD, Florida State University

Group discussion of the challenges of engaged learning in large groups; audience identification of potential solutions; presentation of experience at FSU.

3:00-3:15 Break
3:15-4:00 Concurrent Workshops, continued
4:00 - 5:00 Tour of FSU Special Places
Jose Diaz

Saturday, January 31, 2014
8:00-12:00 Morning Presentations, R. Kreisle, Moderator
8:00 – 9:00 Integrating Clinical Sciences into Preclinical Curriculum: Collaborative Anatomy-Pathology Project
Bonnie Brenseke

Didactic presentation of Dr. Brenseke’s experience with a collaborative project between undergraduate Anatomy and Pathology in order to bring clinical perspective to Anatomy education.

9:00 - 9:45 Improving Pathology Education Globally
Peter Anderson
Didactic presentation of Dr. Anderson’s effort to improve Pathology education in international settings as part of a Global Health Initiative, particularly those with few Pathology teaching resources.

9:45 - 10:00  Break

10:00 – 11:00  **Pathologists as Radiologists?** Integration of radiographic, gross, and microscopic images in basic pathology lectures for first year medical student  
Osvaldo Padilla, MD,  

*Didactic presentation of Dr. Padilla’s experience at Texas Tech University Health Sciences Center to augment Pathology learning experiences using a variety of visual media.*

11:00-11:30  **John H. Holliman Resident Scholarship Award Winner**  
Alexander Feldman, MD, UAB School of Medicine  
**Histologic: A Comprehensive Web 2.0 Histology Education Wiki**  

*Didactic presentation of Dr. Feldman’s scholarship project using a Wiki to support Histology learning and its potential for use in Pathology; group questions and discussion will follow.*

11:30-12:00  **Open Discussion – Regina Kreisle, Moderator**

12:00 - 12:15  Break

12:15 - 1:15  **Lunch, Roundtable Discussions with GRIPE Members**  
Leaders will engage participants by asking questions regarding experience at the participant’s institution and advice for best practices.  
Manette Monroe - **Fostering Medical Students’ Interest in Pathology Careers**  
Amy Lin - **Pathology Education and Team-based Learning**  
Regina Kreisle – **Understanding and Using Examsoft**  
Geoffrey Talmon – **Issues in Pathology Residency Training**

1:15-3:30  **Afternoon Presentations, D. Shah, Moderator**

1:15 - 1:45  **GRIPE-UMEDS Project: Consensus Guidelines for Competencies in Pathology for the Undifferentiated Medical Graduate**  
Darshana Shah  

*Didactic report of a collaborative research project between GRIPE and the Undergraduate Medical Educators Section to survey medical educators and residency director to identify consensus competencies in Pathology for medical students.*

1:45-2:30  **Recognition of Poster Presenters**
Moderators - Regina Kreisle, Darshana Shah

Poster presenters will be selected to present a summary of their work and engender a discussion with the audience on integration of these techniques at their home institutions.

A Pathology Discovery Project for Pre-Clinical Medical Students
Jeff Nine, MD*, Jennifer Yoest, MD, and Trevor MacPherson MD

Creation of a Universal Curriculum from Universal Competencies
Aaron McGuffin, MD*, Matt Crutchfield, Rebecca Hayes, Jacob Kilgore

Educational Innovation: A ‘Flipped Classroom’ Pathologist and Educator Design a Pre-Med Pathology Course
Susan M. Kies, EdD*, and Gregory G. Freund, MD

Pathology Education at a New Osteopathic School – A Blend of Old and New
Sebastian Alston, MD*, and James Lyons, MD

M.D. Teaching Medical Students About the Practice of Pathology: Underscoring Our Value to Patient Care
Francesca M. Ruggiero*, MD, and Elizabeth E. Frauenhoffer, MD

Integrating Clinical Sciences into Preclinical Curriculum: Collaborative Anatomy-Pathology Project
Bonnie Brenseke*, Bruce W. Newton, Terence Mitchell, Robert R. Terreberry, Howard Reisner, Francine Anderson

*denotes primary author and presenter

2:30-3:30

Concurrent Workshops (see Friday’s program for descriptions of repeat workshops)

Teaching Medical Students about the Importance of Pathology and Laboratory Medicine
Geoffrey Talmon, MD, University of Nebraska Medical Center

Methods for Integrating Basic Science Content into Clinical Rotations and Dealing with Resulting Issues
Aaron McGuffin, MD, Joan C. Edwards School of Medicine, Marshall University

Vertical integration of pathology in the preclinical years and teaching medical students about the practice of pathology
Larry Nichols, MD, University of Tennessee Health Science Center

What is the NBME up to? An update.
Peter Anderson, DVM, PhD, UAB School of Medicine

Presentation of recent changes at the NBME (40%) followed by group
discussion of rationale for change and participant questions and concerns regarding how these changes impact curricula (60%).

3:30-3:45 Break

3:45-4:30 Concurrent Workshops, continued

5:00 - 6:00 Business Meeting
   Election of officers, Photo Contest

7:30 Gala Dinner
GRIPE 2014 Winter Meeting
January 16 (committees) January 17-18 GRIPE Meeting
University of Texas Medical Branch at Galveston

Purpose of the Meeting: To advance the quality of pathology education by promoting collaborative professional development.

OBJECTIVES
At the end of this meeting, all participants will be able to:

- Identify key components of a well-written multiple choice question.
- Recognize and correct problems with sample questions.
- Identify four qualities of a good photographic image for teaching.
- Evaluate and critique images for inclusion in the photo bank.
- Identify the four key elements of effective instructional objectives.
- Relate instructional objectives to three learning domains and three taxonomic levels.
- Construct an instructional objective at each taxonomic level of each of the 3 domains at a level that will allow the participant to serve as a role model to other faculty members so as to promote the use of instructional objectives as a planning, teaching, and evaluation tool.
- Identify their research and scholarship interests.
- Formulate meaningful and feasible questions within those areas.
- Identify strategies to answer those questions and needed resources.
- Describe the learning needs of millennial students in regard to study outside of the classroom.
- Describe programs designed for the creation of study aids used outside the classroom.
- Identify 8 specific effective strategies for learning that have demonstrated effects on the long term functional circuitry of the brain.
- Identify the types of biological processes that mediate the initial assimilation, storage and recall of learned information.
- Apply effective teaching strategies for engaging learners that lead to sustained vs. transient alterations in neurobiological processes in the brain.
- Recognize Millennial students’ perspectives on the medical school learning environment.
- Explain how they compare to Millennials in terms of values, attitudes, and behaviors.
- Describe generational qualities and characteristics of Millennials.
- Describe the findings of research-based studies on Generation X and Millennials.
- Describe the format, structure and key elements of an article describing an educational innovation.
- Identify appropriate journals and obtain author instructions, style guides, article formats and other requirements for manuscript submissions.
- Recognize common mistakes that often result in rejection of an article describing an educational innovation.
- Use feedback from reviewers effectively in revising manuscript submissions.
- Describe and evaluate the pathologist-educator’s role in integrated curricula.
- Describe and evaluate the pathologist-educator’s role in clinical curricula for medical
students and residents.

- Describe and evaluate how interdisciplinary collaboration contributes to designing systems-based courses.
- Describe and evaluate how pathologist-educators may foster medical students’ interest in pathology careers.
- Describe and evaluate the use of team-based learning in pathology education.

**Registration:** Please register online at [griweb.org](http://griweb.org).

- $375 GRIPErs, $400 after December 15, 2015
- $450 Non GRIPErs, $475 after December 15, 2015
- $200 Residents
- $25 USF Faculty and Residents
- $100 CME Credits (if you want CME Credit please include this fee)
- $75 each Reservation for Gala Dinner Saturday Night January 31

**Hotel:** Four Points by Sheraton Tallahassee Downtown

The rate for meeting attendees is $129.00 per night. Attendees should make their reservations by calling the Reservations Department directly 850-422-0071. In order to obtain your special group rate, the guests need to identify themselves as being with the Group for Research in Pathology Education. However, reservations should be made by January 15, 2015 to be guaranteed this rate.

**Travel to Tallahassee**

- **Tallahassee Regional Airport (TLH)** is the only airport in Tallahassee. Currently, offering flights through American Airlines, Delta Air Lines, Silver Airways and US Airways Express. TLH flies non-stop to 8 major cities including: Atlanta (ATL), Charlotte (CLT), Dallas-Fort Worth (DFW), Ft. Lauderdale (FLL), Miami (MIA), Orlando (MCO), Tampa (TPA) and Washington D.C. (DCA).

- **Jacksonville International Airport (JAX)** is a civil-military public airport 13 miles north of downtown Jacksonville, in Duval County, Florida. This airport is a 2hr 30min drive from Tallahassee.

**Planning Committee:** Geoffrey Talmon, MD, Darshana Shah, PhD, Regina Kreisle, MD, PhD (Course Director), Manette Monroe, MD, Osvaldo Padilla, MD, Jose Diaz, MD, PhD., Luiz da Silva, Brandon Kounse (Course administrator) and Julie Hewett, CMP (Course Contact)

**Friday Night Dinner:** will be on your own. We will have a list of nearby restaurants in the packet.

**Saturday Night Gala Dinner:** To be determined.

**CME Accreditation Statement:**

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of the University of Oklahoma College of Medicine and the Group for Research in Pathology Education (GRIPE). The University of Oklahoma College of
Medicine is accredited by the ACCME to provide continuing medical education for physicians. The University of Oklahoma College of Medicine designates this live activity for a maximum of 16.75 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**Conflict Resolution Statement:** The University of Oklahoma College of Medicine, Office of Continuing Professional Development has reviewed this activity’s speaker and planner disclosures and resolved all identified conflicts of interest, if applicable.

**Policy on Faculty, Presenters and Joint Provider Disclosure**
It is the policy of the University of Oklahoma College of Medicine that the faculty, presenters and joint providers disclose real or apparent conflicts of interest relating to the topics of this educational activity, and also disclose discussions of unlabeled/unapproved uses of drugs or devices during their presentation(s).

**Disclosure Report**
The University of Oklahoma, College of Medicine and the Irwin H. Brown Office of Continuing Professional Development must ensure balance, independence, objectivity and scientific rigor in all its activities. We have implemented a process where everyone who is in a position to control the content of an education activity has disclosed to us all relevant financial relationships with any commercial interest. In addition, should it be determined that a conflict of interest exists as a result of a financial relationship one may have, this will be resolved prior to the activity. This policy is designed to provide the target audience with an opportunity to review any affiliations between the CME organizers/presenters and supporting organizations for the purpose of determining the potential presence of bias or influence over educational content. Please see the table at the end of this documentation that displays the disclosures of our Planners, Presenters, Moderators, and Poster authors.

**Disclaimer Statement**
Statements, opinions and results of studies contained in the program are those of the presenters, authors and joint provider and do not reflect the policy or position of the Board of Regents of the University of Oklahoma (“OU”) nor does OU provide any warranty as to their accuracy or reliability.

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**Acknowledgement to Commercial and In-kind Support and Exhibitors:** Commercial support is financial, or in-kind, contributions given by a commercial interest, which is used to pay all or part of the costs of a CME activity. A commercial interest is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. The ACCME does not consider providers of clinical service directly to patients to be commercial interests.
There is no commercial or in-kind support for this conference.

**Activity Description, Purpose and Intended/Target Audience:**

**Description:** The GRIPE Winter 2015 Meeting is one day of workshops to review multiple choice questions and programs for mentoring. The next 2 days include panel discussions, small group sessions, poster sessions, and didactic sessions regarding improving medical school pathology teaching practice.

**Purpose:** The purpose of GRIPE is to advance the quality of pathology education by promoting scholarly collaboration among educators, by developing resources, and by supporting professional development.

**Intended/Target Audience:** Pathologists

**Accommodation Statement:** The University of Oklahoma is an Equal Opportunity Institution. [www.ou.edu/eoo](http://www.ou.edu/eoo)

Accommodations on the basis of disability are available by contacting Julie at (304) 208 8060 Ext. 710, fax at (304) 523-9701 or email us at julie@gripeadmin.org.

**Attendance Worksheet:** This sheet will be in your conference packet. At the end of the conference, submit your completed worksheet to registration or you may mail it to the OUHSC CPD Office, OUHSC, Irwin H. Brown Office of Continuing Professional Development, PO Box 26901, ROB 202, Oklahoma City, OK 73126-0901. You must return the worksheet as it does not constitute a certificate and cannot be used to claim credit for the conference but allows OUHSC CPD Office to contact you. Upon completion of the online overall evaluation and submitting a completed attendance worksheet, a certificate will be issued and mailed within 4-6 weeks following the close of the conference.

**Evaluation Instructions:** After attending this activity, you will be emailed a link to the evaluation. All participants are required to evaluate the activity to receive CME Credit. Evaluation forms are programmed to open at the end of the activity and close two weeks later. OUHSC/CPD Office will track attendance and evaluations. If you do not receive an email within one week, please contact Susie Dealy in the OUHSC/CPD Office emailing her at Susie-dealy@ouhsc.edu or calling 405-271-2350 ext. 1. Please Note: Some email servers do not recognize the email from OUHSC and will place it in a junk or spam file. The evaluation link will be included in the email from Ms. Dealy, please add Susie-dealy@ouhsc.edu as a contact in your contact/safe senders list or check your email’s junk or spam folder for her message.

**GRIPE 2015 Annual Meeting Disclosure Report**

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<th>Meeting Planners and Administrators</th>
<th>Luiz da Silva, MD</th>
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<td>Program Committee</td>
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**Program Presenters and Moderators**

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**Poster Presenters and Authors**

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