



A SEMCME Faculty Development Series

Update Your Toolbox for Assisting the Struggling Resident

*Practical Solutions for Teaching Residents with Learning,
Communication, and Psychological Challenges*



Presented by the
Faculty Development Committee of the
Southeast Michigan Center for Medical Education



Sponsored by the
Wayne State University
School of Medicine

About the Series

The 2011-2012 SEMCME Faculty Development Series will provide tools to Program Directors and Medical Education faculty and leaders to help residents who are experiencing difficulties with the Core Competencies of Communication Skills, Professionalism, and attaining Medical Knowledge.

Workshop 1 will address how to help residents having difficulty with relationship skills impacted by insensitivity to cultural diversity, differences of values, or bias. The workshop will give participants tools to raise awareness of privilege and values, and will culminate with an in-depth exploration of the R.E.S.P.E.C.T. Model for giving constructive feedback to these residents.

Workshop 2 will tackle various means of identifying, assessing, and remediating residents who exhibit unprofessional, “disruptive”, behavior.

Workshop 3 will provide discussion and resources to deal with residents having cognitive learning difficulties, then transition into resources to deal with residents having substance abuse issues.

Each workshop is planned to be highly interactive and may include small group discussions, role-modeling, case based exercises and other feedback methods to give medical educators specific tools to enhance their residency programs.



Who Should Attend?

This highly interactive workshop is designed for program directors, faculty, medical education administrators, and others who seek to improve their skills, teaching, giving feedback and modeling skillful communication as they relate to the struggling resident.

Key Overall Objectives

At the conclusion of the Series, participants will be able to:

- Utilize the R.E.S.P.E.C.T. Model as a concrete, practical, integrated approach for giving feedback to improve resident communication skills.
- Provide tools to raise awareness of resident cultural competency and values and decrease bias in patient care.
- Describe the role of family of origin patterns in disruptive behaviors and identify resources for treatment and education; Identify the importance of a comprehensive evaluation; Apply specific skills training in communication and conflict resolution including tools for managing anger and frustration in the workplace.
- Explore background and framework regarding neuropsychological assessment and identify intervention resources and strategies for struggling students/residents based upon neuropsychological testing.
- Discuss substance abuse in the resident population including risks, types of drugs involved, treatment, monitoring, and risk of relapse.



Schedule of Sessions

Light Lunch 12:00 noon – Program 12:30 - 4:30 pm
Grosse Pointe War Memorial, Grosse Pointe, Michigan

SESSION 1

NOVEMBER 18, 2011

Challenging Communications: Helping Struggling Residents and Students Better “Connect” with their Patients

■ Introduction to Cultural Competency and its Impact on Caring for Patients

Kimberlydawn Wisdom, MD, MS • Michigan State Surgeon General and Sr. Vice President of Community Health Education and Wellness, Henry Ford Health System, Detroit, Michigan

■ Communication Breakdown Due to Values and Assumptions: Impact on Relationships and Decision Making

Denise White Perkins, MD, PhD • Senior Faculty, Department of Family Medicine, Henry Ford Health System, Detroit, Michigan

■ Attitudes and Skills: Communicating Goals and Giving Feedback Using the RESPECT Model

Carol Mostow, LICSW • Associate Director, Psychosocial Training, Department of Family Medicine, Boston University School of Medicine, Boston, Massachusetts

SESSION 2

JANUARY 20, 2012

Dealing with the Distressed and Disruptive Resident

■ Addressing Disruptive Behavior: Strategies for Success

William Swiggart, MS, LPC/MHSP • Co-Director, The Center for Professional Health, Vanderbilt University Medical Center, Nashville, Tennessee

SESSION 3

MARCH 2, 2012

Tools and Ideas for Addressing Residents with Learning Difficulties and/or Impairments

■ Neuropsychological Assessment and Intervention with Medical Students/Residents

Roger Lauer, PhD • Director, Center for Neuropsychology, Learning & Development, Ann Arbor, Michigan

■ Dealing with Resident/Medical Student Substance Abuse Impairment

John Hopper, MD • Vice Chair for Education and Program Director, Internal Medicine, St. Joseph Mercy Hospital, Ann Arbor, Michigan



Faculty



JOHN A. HOPPER, MD, FAAP, FACP, FASAM is the Vice Chair for Education and Residency Program Director for Internal Medicine at St. Joseph Mercy Hospital, Ann Arbor, Michigan. Dr. Hopper attended Medical School at Wayne State University and completed his residency in Combined Internal Medicine and Pediatrics at the University of North Carolina, where he served as Co-Chief Resident in Pediatrics. Dr. Hopper was appointed to the faculty at Wayne State University School of Medicine in 1994 where he served as Associate Program Director for the Med-Peds Residency and Medical Director of the Department of Psychiatry's Research Division on Substance Abuse. From 2005 to 2008, he was the Chief Medical Officer at Brighton Hospital, the second oldest addiction treatment hospital in the United States. In addition to his many clinical and teaching awards, Dr. Hopper is an author for UpToDate® and serves on the Editorial Board of the Journal of Opioid Management. He holds the position of Clinical Associate Professor, Internal Medicine, Pediatrics, and Psychiatry and Behavioral Neurosciences, at Wayne State University School of Medicine.



ROGER E. LAUER, PHD is the Director of the Center for Neuropsychology, Learning and Development in Ann Arbor, Michigan. He is a fully licensed psychologist in the State of Michigan who is formally trained as a clinical neuropsychologist. He earned his Ph.D. in Clinical Psychology from the University of Michigan (U-M). Prior to attending U-M, he worked at the Children's Hospital of The Menninger Foundation. Dr. Lauer's area of research specialization while in graduate school was developmental and emotional issues impacting learning and memory. After finishing his doctorate, Dr. Lauer completed a post-doctoral fellowship in clinical neuropsychology within the Department of Psychiatry at the University of Michigan Medical Center (UMMC). Subsequently, he worked as a staff psychologist within the Neuropsychology Division at the UMMC.

After leaving UMMC, Dr. Lauer became a clinical supervisor within the St. Joseph Mercy Health System and he worked as a consulting neuropsychologist to various private schools and clinics. He has since moved into full-time private practice, but he maintains an Adjunct Faculty appointment within the Department of Psychology at U-M. Dr. Lauer continues to teach and give talks on a regular basis. Dr. Lauer's private practice is focused extensively on neuropsychological diagnosis, assessment and intervention for disorders impacting learning, attention and development.



CAROL MOSTOW, LICSW is the Associate Director of Psychosocial Training for the Boston University Residency Program in Family Medicine at Boston Medical Center. She founded the Diversity Curriculum Task Force in the BMC Dept of Medicine in 2000 to improve residents' abilities to connect with their patients, served as Principal Investigator of a BCBS funded Faculty Development Project for preceptors, and co-authored the RESPECT model, a relational model to improve communication with both patients and trainees across differences of race, ethnicity or power. Ms. Mostow is the lead author of the 2010 article in the Journal of General Internal Medicine describing this work.

Ms. Mostow has trained residents for 20 years first in internal medicine and then in family medicine, observing and coaching their interactions with patients in 9 different clinics as well as teaching interviewing skills seminars. In the Department of Family Medicine, she oversees learner self-assessments with new residents, facilitates the intern support group, and addresses team skills on the in-patient resident service where she introduced weekly communication meetings.

Ms. Mostow facilitates hospital-wide interdisciplinary rounds in different facilities for the Schwartz Center for Compassionate Care and serves as faculty for the American Academy on Communication in Healthcare, facilitating faculty development and team-building courses for clinical faculty and practitioners. She was the first social worker to graduate from the training program of the American Academy on Physician and Patient and additionally brings 25 years of clinical experience as a psychotherapist in out-patient, in-patient and community-based programs. Ms. Mostow is a cum laude graduate of Yale College and Simmons School of Social Work.



WILLIAM SWIGGART, MS, LPC has been involved in the practice of psychotherapy for over 35 years. He is currently an Assistant in Medicine in the Department of Medicine and the co-director of The Center for Professional Health. He is a member of the Board of Directors for the Society for Advancement of Sexual Health (SASH). He also maintains a private practice. Mr. Swiggart was the primary therapist for The Vanderbilt Institute for the Treatment of Addiction, and the first Registered Art Therapist in the state of Tennessee. He received his bachelor's degree in special education, his master's degree in educational psychology from the University of Tennessee, and is a licensed professional counselor. He is the past president of Nashville's Psychotherapy Institute. Mr. Swiggart has conducted workshops in the Commonwealth of Independent States (Russia), Australia, Canada, Great Britain and Norway on a variety of topics including substance abuse, disruptive physician behavior, group therapy, professionalism, and physician wellness.



DENISE WHITE PERKINS, MD, PHD is a senior staff physician and faculty member of the Department of Family Medicine at Henry Ford Health System in Detroit, Michigan. She enjoys a clinical practice at the Detroit Northwest Henry Ford Medical Center where she also teaches residents and medical students. Dr. White Perkins earned her medical degree and doctorate in clinical psychology from the University of Michigan. She completed residency training at Metro Health Medical Center in Cleveland, Ohio. In her role as Director of the Institute on Multicultural Health she develops innovative research, educational and community based programs aimed at eliminating health and healthcare disparities. Her research interests center around health empowerment, coping styles and the influence of religion on health. Dr. White Perkins, an assistant clinical professor at Wayne State University, is committed to increasing the cultural sensitivity and responsiveness of health providers and healthcare systems as they care for patients, particularly those in urban underserved communities.



KIMBERLY DAWN WISDOM, MD is a board-certified Emergency Medicine Physician who practiced for 20 years at Henry Ford Health System in Detroit, Michigan. She also founded and directed both the Institute of Multicultural Health at Henry Ford Health System (HFHS) and a National Minority Quality Forum award-winning community-based health screening initiative entitled “AIMHI” (African American Initiative for Male Health Improvement), which focused on improving the health of those disproportionately affected by poor health outcomes. Dr. Wisdom is an Assistant Professor of Medical Education at the University of Michigan (UM) Medical Center, and serves as adjunct Assistant Professor in the Department of Health Behavior and Health Education at UM School of Public Health.

In February 2003, Governor Jennifer M. Granholm took an important first step toward revitalizing public health in Michigan by appointing Dr. Wisdom as Michigan’s—and the nation’s—first state-level Surgeon General to address Michigan’s less than desirable health status. Dr. Wisdom has focused on physical inactivity, unhealthy eating habits, childhood lead poisoning, tobacco use, chronic disease, infant mortality, unintended pregnancy, and health disparities, among other areas of concern. She is the recipient of numerous awards, has authored several peer-reviewed publications, and appeared on national television, including ABC’s *Nightline*, and has presented to audiences across the country and internationally.

In April 2007, Dr. Wisdom returned to HFHS as Vice President of Community Health Education and Wellness while retaining her post as Surgeon General. She leads quality initiatives to address health care equity and health disparities, and provides clinical leadership to community, directs a \$5 million project called “Generation with Promise” designed to reverse childhood obesity trends in a generation as well as leads health literacy and diversity initiatives.

In March 2011, Dr. Wisdom was promoted to Senior Vice President of Community Health & Equity and Chief Wellness Officer.



Planning Committee

Basim Dubaybo, MD – Wayne State University School of Medicine, Detroit, MI

Lawrence Fischetti, PhD – Oakwood Healthcare System, Dearborn, MI

Barbara Joyce, PhD – Oakland University William Beaumont School of Medicine, Rochester, MI

John Kish, PhD – Oakwood Healthcare System, Dearborn, MI

James Krue, Jr, MD (Chairman) – St. Mary Mercy Hospital, Livonia, MI

Gloria Kuhn, DO, PhD – Wayne State University School of Medicine, Detroit, MI

Audrey Newell, MD – St. Mary Mercy Hospital, Livonia, MI

David Pieper, PhD – SEMCME and Wayne State University School of Medicine, Detroit, MI

Linda M. Roth, PhD – Wayne State University School of Medicine, Detroit, MI

Marla Rowe Gorosh, MD – Henry Ford Hospital, Detroit, MI

Continuing Medical Education

The Wayne State University School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The Wayne State University School of Medicine designates this live activity for a maximum of 10.5 **AMA PRA Category 1 Credit(s)**[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Registration

SEMCME Member Registration

There is no registration fee for participants from the following SEMCME member institutions:

- Crittenton Hospital
- Doctor's Hospital of Michigan
- DMC Institutions
- Henry Ford Hospital
- Oakwood Hospital
- Providence Hospital
- St. John Hospital
- St. Joseph Mercy Hospital Ann Arbor
- St. Joseph Mercy Oakland
- St. Mary Mercy Hospital
- Wayne State University School of Medicine
- William Beaumont Hospital



To keep the series cost effective, please register only if attending is assured.

Non-Member Registration

The registration fee is \$250 for the entire series or \$100 per individual session for those whose hospital or institution is not an SEMCME member. To register for all or part of the Series, please complete the attached registration form. The registration deadline is November 1, 2011. Please note that space is limited and registrations will be accepted on a first-come, first-serve basis.

Location

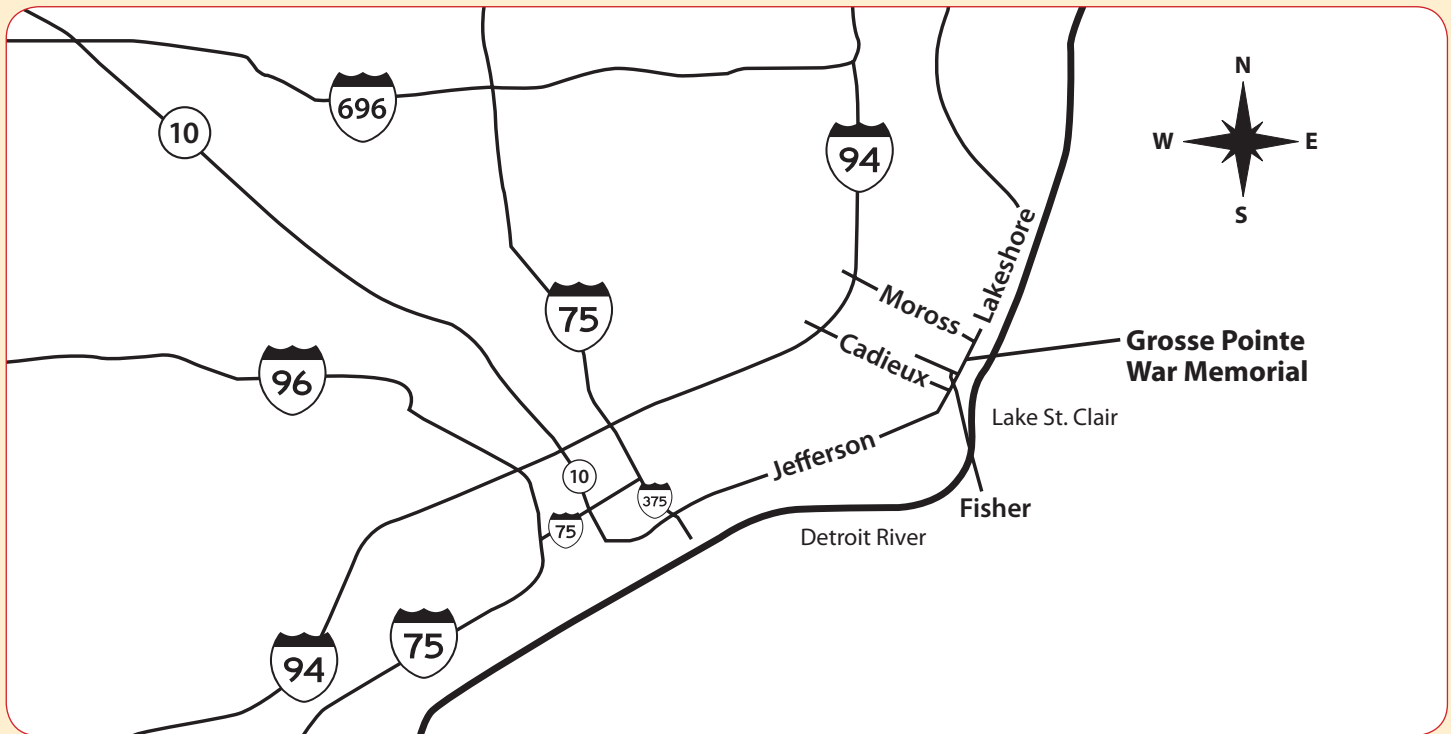


The sessions will be held at the Grosse Pointe War Memorial located at 32 Lake Shore Road, Grosse Pointe Farms, between Cadieux and Moross Roads.

Grosse Pointe War Memorial

32 Lake Shore Rd
Grosse Pte Farms, MI 48236-3784
(313) 881-7511

Map



TRAVELING EASTBOUND ON I-94

Exit at Cadieux, turn right. Take Cadieux until it ends, turn left onto Jefferson. Travel about 1 mile. The War Memorial is on the right.

TRAVELING EASTBOUND ON I-696

Exit at I-94 West. Exit at Moross (7 Mile), turn left over bridge onto Moross. Take Moross until it ends, turn right onto Lakeshore. Travel about 1 mile. The War Memorial is on the left.

TRAVELING WESTBOUND ON I-94

Exit at Moross (7 Mile), turn left over bridge onto Moross. Take Moross until it ends, turn right onto Lakeshore. Travel about 1 mile. The War Memorial is on the left.



Update Your Toolbox for Assisting the Struggling Resident

Registration Form

To register for all or part of the series and receive confirmation, you must complete the registration information below and send it to SEMCME via one of the registration options. Registration is limited. To keep the series cost effective, please register only if attending is assured. If you are registering close to the deadline, please call the SEMCME office to see if space is available.

FEES:

- SEMCME Member: **FREE**
- Entire Series – \$250
- Individual Sessions – \$100 per session

SESSIONS:

I plan to attend the following sessions:

- Entire series
- Session 2
- Session 1
- Session 3

REGISTRATION OPTIONS:

Email

sivory@med.wayne.edu

Internet

www.semcme.org

Phone

(313) 577-1297

Fax

(313) 577-1301

Mail

SEMCME

4201 St. Antoine, 9A-UHC
Detroit, MI 48201

Full Name _____ Degree(s) _____

Email (required) _____

Mailing Address _____

City _____ State _____ Zip _____

Phone () _____ Fax () _____

Institution Affiliation _____ Specialty/Department _____

Practicing Physician _____ Resident _____ CME Tracking Information: Last four digits of Social Security Number _____

PAYMENT METHOD: Check enclosed amount \$ _____

REFUND POLICY: Full refund minus a \$25.00 processing fee will be granted to requests made by November 1, 2011. No refunds will be granted after this date.