



BROWN  
Alpert Medical School

# Program in Educational Faculty Development

Warren Alpert Medical School, 222 Richmond Street, Providence, RI

Register Online: <https://cme-learning.brown.edu/EFD-19-20>

## The Mixed Messages of Medical School: How We Can Help Students Navigate Them With Poise, Courage, and a High Tolerance for (Apparent) Contradiction

October 10, 2019 | 5:30 - 7:00 PM | RM 280

### Agenda:

5:00–5:30 PM Registration and Refreshments  
5:30–7:00 PM Workshop

**Emily Green, PhD, MA**

Director of Faculty Development

Warren Alpert Medical School of Brown University

### Program Description:

Medical school advisors often find themselves having to help medical students navigate seemingly conflicting messages about wellness, learning & career decision making. This issue is pervasive across all of UME & is not unique to AMS. We promote student well-being, yet deliver curricula that leave little time for self-care. We warn against “premature closure” in specialty decision making, yet stress the importance of specialty-specific research early on in medical school. While there may be value in each of the messages that students receive, we run the risk of students turning away from trusted advisors to less accurate, & more stress-inducing, sources if they perceive themselves as having been misled. Using the advising expertise of participants, this interactive workshop will help participants address & “reframe” some common conflicting messages that students receive in medical school.

“Reframing” ideas or messages involves making changes to the particular meaning that individuals attach to them. Common techniques for reframing include challenging assumptions, addressing emotions, & taking alternate perspectives. This workshop will identify specific mixed messages that have a direct impact on the experience of medical students, & ask participants to apply reframing techniques to each of them. The reframing process will allow advisors to “own” the apparent conflicts, to better reassure & advise students, & to establish more truthful and trusting relationships with all learners.

*This session will demonstrate the application of learning principles and will focus on the Core area of Mentoring and Advising.*

### Learning Objectives:

1. Analyze common contradictory messages experienced by medical students
2. Define “reframing” as an advising technique
3. Apply cognitive reframing techniques to help learners navigate conflicting messages
4. Improve their ability to establish truthful, trusting relationships with learners

### Credit Designation

**Physicians:** The Warren Alpert Medical School of Brown University designates this live activity for a maximum of 1.5 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

**Psychologists:** The Warren Alpert Medical School of Brown University is approved by the RI Psychological Association to offer continuing education for psychologists. The Alpert Medical School maintains responsibility for the program. This activity is approved for 1.5 Category 1 CE Credits. Credits available to RI licensed psychologists only.

The **Program in Educational Faculty Development** at Alpert Medical School recognizes and supports our faculty and residents in their role as educators. We strive to provide participants with the knowledge and skills to teach in the classroom and at the bedside. All faculty and residents are welcome to attend these sessions, to be held at the Warren Alpert Medical School, located at 222 Richmond Street, Providence, RI.

### \*Core Series in Medical Education

The “Core Series” consists of 8 presentations on common topics within medical education. Designed specifically for medical educators, sessions are open to all faculty, residents and community preceptors. The Core Series includes annual sessions on the following topics:

- \* Presentation and lecturing skills
- \* Small group facilitation
- \* Teaching the challenging learner
- \* Clinical teaching
- \* Using technology in teaching
- \* Evaluation and effective feedback
- \* Mentoring and advising
- \* Inclusive Teaching

Individuals attending 5 Core Series sessions within a three-year time frame will receive a Certificate of Participation, which can be included as “additional education/training” as part of faculty promotions materials.

### Faculty Development Oversight Group

Emily Green, PhD, MA (Chair) | Director, Faculty Development

Gowri Anandarajah, MD | Professor of Family Medicine (Clinical)

Angela Anderson, MD | Associate Professor of Pediatrics (Clinical)

Erica Chung, MD | Assistant Professor of Pediatrics (Clinical)

Michele Cyr, MD | Senior Associate Dean for Academic Affairs

Luba Dumenco, MD | Assistant Dean for Medical Education

Paul George, MD | Associate Dean for Medical Education

Andrea Goldstein, MPA | Continuing Medical Education Coordinator

Jeffrey Hunt, MD | Professor of Psychiatry and Human Behavior

Jennifer Jeremiah, MD

Associate Program Director of Internal Medicine Residencies

Stacey Lawrence, PhD | Associate Director for STEM Initiatives  
Sheridan Center for Teaching and Learning

Christopher Merritt, MD

Assistant Professor of Emergency Medicine

Rory Merritt, MD | Assistant Dean of Medicine, PLME

Joyce Ou, MD, PhD

Assistant Professor of Pathology and Laboratory Medicine

Steven Rougas, MD, MS | Director, Doctoring Program

Maria Sullivan | Director, Continuing Medical Education

Sarita Warriar, MD, FACP | Assistant Dean for Medical Education