MITE (MMC Institute for Teaching Excellence) Highlights

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The Academy at MITE Welcomes New Members

**2019-2021 Scholars** - Eric Brown, MD; Ruth Frydman, MD; Jill Gregory, DO; Thomas Reynolds, DO and Jeffrey Walawender, DDS as its new 2019-2021 Academy Scholars. We look forward to their contributions during this upcoming academic year.

**Graduate Scholars** - Sanjeev Francis, MD; Elizabeth Herrle, MD; Kathleen McGarr, MD and Tamara Paika, MD as Graduate Scholars. Their contributions to The Academy at MITE will be invaluable.

**Fellows** - Wendy Craig, PhD; John E. Erickson, MD FACP; Gil Fraser, BS Pharm, PharmD; Lucy Liaw, PhD; Sara Nelson, MD and David Seder, MD. Their sustained excellence in teaching and educational leadership will support the Academy mission of educational innovations and promoting the importance of teaching excellence at MMC

**Master Educators** - Marjorie Wiggins, DNP, MBA, FAAN, NEA-BC and Elisabeth B. Wilson, MD, MPH, MS-HPeD as Master Educators. We are happy to add these role models in medical education. To The Academy at MITE.

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8th Annual Faculty Development Conference

**Wednesday October 9th, 2019 8:00 am-3:00 pm**

Maine Medical Center’s Dana Center

Guest Speaker: Wiley “Chip” Soub, MD, MBA, ScD. Former Dean of Dartmouth Medical School

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MITE Teaching Awards

**MITE Award for Inter-professional Teaching Excellence**

This award is given to an individual or a group of individuals who has made an impact on our learners whether student, resident or peers, in addition to patient care, and have demonstrated a commitment to the larger community. They should demonstrate some form of teaching excellence through any method. Some examples could be direct teaching, mentorship and/ or research.

2019 winner Ghassan Saleh, DMD, MS

**MITE Award for Educational Leadership and Mentorship**

This award is given to an individual who demonstrates evidence of a broad array of educational leadership and mentorship skills that has had a lasting impact on our learners, whether students, residents, fellows or faculty. This awardee is a role model who provides guidance on professional and career development.

2019 Winner Christina Holt, MD

**MITE Award for Innovation in Teaching**

This award is given to an individual or a group of individuals who have implemented outstanding innovative teaching approaches to improve learning outcomes. Innovative teaching is broadly defined. Some examples include the use of new instructional technologies, the use of traditional technologies in creative ways, novel approaches to instruction, and new ways to engage students in the learning process.
Educational Innovations Grants (EIG) Program

Post-Acute Care Physician House Calls in Graduate Medical Education: Enriching the Resident and Patient Experience through a Care Transitions Curriculum
Eliza Bullis, MD & Robert Anderson, MD
Maine Medical Center, Internal Medicine

This project will use the house call as a vehicle for teaching transitions of care principles. An important outcome of the study will be a descriptive analysis outlining the creation of this novel interdisciplinary project. Individualized one-on-one faculty resident teaching will be used to teach the residents about transitions of care principles as well as approaches to common geriatric issues such as falls, mobility and cognitive evaluation. Result will lead to the development of a larger and sustainable interdepartmental program at Maine Medical Center.

Developing a Hybrid Virtual and In-Person Cultural Humility, Social Justice and Health Equity Curriculum for Maine Medical Center House Staff
Erin Belfort, MD
Maine Medical Center, Dept. of Psychiatry

This project aims to gather stakeholder input about Cultural Humility, Social Justice and Health Equity training needs and to identify multidisciplinary collaborators to fine tune an existing nine part didactic series in Cultural Competency developed for the child and adolescent psychiatry fellows. The project will be innovative in the delivery of this material with a variety of methods and formats to better engage different adult learning styles and to accommodate varied training needs and varied time availability across programs.

Developing an Interprofessional Curriculum for Training Cancer-focused Hospitalists
Daniel Meyer, MD, Michael Roy, MD, Deborah Linscott, BSN, RN, MS, Renee Fallon, PharmD, DLPA, & Scot Remick, MD
Maine Medical Center

This project aims to develop a highly interactive, Interprofessional educational training curriculum. The project itself is cross-disciplinary, bringing together experts from hospital medicine, nursing, pharmacy, and medical oncology. The hypothesis-driven curriculum will capitalized on training and learning modalities such as “north-south” training, case-based modules, and simulation.

Assessment Skills for Primary Medicine Oral health Exams for Geriatric Patients
Sarah Hallen, MD & Gina Terenzi, DMD
Maine Medical Center & Tufts University School of Medicine

Residents in Nursing Homes (NF) are less likely to access oral health maintenance systems due to advanced disease and comorbidities than older adults in the community. Frequently, NF patients are also incapable of performing their own oral care independently and have poor dental hygiene which can lead to disease and complications.

There are clear connections between the quality of oral health and overall health, however physicians and professional allied programs do not receive oral health training in either medical school, residency training or in continuing education. The purpose of this project is to offer a “train-the-trainer” educational and instructional resource for geriatric health care providers to instruct them on how to assess oral health conditions within the NF population. With this education, the intent is that we may detect and minimize potential complications for patients residing in NF and improve their health overall.