

2019

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 Palka, 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.



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” Souba, MD, MBA, ScD.

Former Dean of Dartmouth Medical School



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.

Education Innovations Grants Funding Opportunity

Cycle V - 2019

***Innovation** is defined as a new process that improves patient care and the educational experience which can be embedded in existing systems.*

The program will pursue innovative, meritorious projects that will generate preliminary data or proof of principle that will lead to the development of novel course offerings, teaching and engagement methods, and evaluation tools.

Program Priorities:

- Interprofessional
- Shared decision making
- Health care disparities
- Advocacy
- ACGME’s CLER Pathway to Excellence
- Learner involvement

Projects may range from addressing formative educational research questions to the design and implementation of specific educational, safety and quality improvement offerings. Pilot projects should have a scope and objectives that can be accomplished within 12–18 months.

Budget: The budget should not exceed \$20,000 and may be less, depending on the scope of the proposal. . Budgets can include requests for partial salary support, supplies, consultants, resources from the Hannaford Simulation Center, and other items necessary to accomplish the aims of the project.

For questions related to this funding mechanism, contact:

Sue Rose, Program Manager, Dept. of Medical Education, ERose@mmc.org.

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.