



UNIVERSITY OF SOUTH ALABAMA
GRADUATE MEDICAL EDUCATION

GME Speakers List

Overview

Graduate medical education occurs in a learning and working environment that should emphasize excellence in the safety and quality of care rendered to patients, role modeling by physician educators and staff that supports the professional development of physicians-in-training, and a commitment to the well-being of the learners, the teachers, and the healthcare team.

The USA Graduate Medical Education Speaker List provides an educational service to the GME community at USA Health by providing speakers in the following categories:

- ➔ [Education, Teaching, and Curriculum](#)
- ➔ [Educational Technologies](#)
- ➔ [Human Dynamics in Medical Education](#)
- ➔ [Mentoring, Supervision, Assessment, and Feedback](#)
- ➔ [Patient Safety, Education, and Advocacy](#)
- ➔ [Quality Improvement Science](#)
- ➔ [Personal Health and Wellness](#)

If you would like to book one of the speakers for an upcoming event or have questions about the GME Speakers List, contact Joyce Guest, PhD at JGuest@Health.SouthAlabama.edu to discuss your request.

Education, Teaching, and Curriculum

Education, Teaching, and Curriculum emphasizes the principles, methods and practices of education and curriculum development to provide training in these areas as used by physician educators, such as active learning strategies, developing curricula for courses and rotations, drafting objectives, writing multiple choice questions, assessing clinical competence, and developing simulations.

Basic Learning Design

- ◆ *Speaker:* Tim Gilbert, PhD
- ◆ *Description:* Basic Learning Design

- ◆ *Objectives:* Upon completion of this workshop, participants will understand how to develop measurable educational objectives.
- ◆ *Location and Resources:* Classroom with tables and audiovisual support.
- ◆ *Time:* 60-90 minutes

Educational Research

- ◆ *Speaker:* Franklin Trimm, MD
- ◆ *Description:* Education research
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* TBD

Evidence-Based Medicine & Literature Searching

- ◆ *Speaker:* Clista Clanton, MSLS
- ◆ *Description:* Participants will learn how to search the medical literature for evidence-based medicine.
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* 60 minutes

Fundamentals of Presentations: Writing Objectives Organizing Content, and Creating Assessments

- ◆ *Speaker:* Joyce Guest, PhD
- ◆ *Description:* Participants will get an overview of how to write specific, measurable learning objectives, use the objectives to organize content, and create assessments based on the objectives.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Define learning objectives,
 - Identify key components of learning objectives,
 - Recognize Bloom and Fink and their taxonomies of learning,
 - Decipher different dimensions/domains of learning,
 - Analyze appropriate verbs for each dimension of learning, and
 - Construct knowledge about designing course content, assessments, and activities around learning objectives
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* 60-90 minutes

Working with All Learners

- ◆ *Speaker:* Tim Gilbert, PhD
- ◆ *Description:* Medical education is a continuum with learners from many backgrounds, learning styles, and with varying levels of knowledge and understanding. Medical educators often have to present content to audiences that include a mixture of faculty, fellows, residents, students and staff.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to understand learning styles and how that impacts the learner's performance.
- ◆ *Location and Resources:* Classroom with tables and audiovisual support.
- ◆ *Time:* 60-90 minutes

Educational Technologies

Education Technologies presentations cover the use of technology in medical education, such as PowerPoint, Tegrity, Camtasia, Sakai, etc. Technologies used in remote learning and the use of social media as education tools are included.

Powerful Point: Take Microsoft PowerPoint from Slide Show to Interactive Educational Tool

- ◆ *Speaker:* Samuel A. McQuiston, MD
- ◆ *Description:* Originally created as a grand rounds presentation for the USA Department of Radiology, this presentation was modified to be an interactive workshop where participants produce an interactive PowerPoint presentation which incorporates multimedia sources, animations, and dynamic hyperlinks.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Incorporate animation, sound, and video into PowerPoint presentations,
 - Use external hyperlinks in PowerPoint presentations to incorporate Internet content in conferences, and
 - Use internal hyperlinks in PowerPoint presentations to create a dynamic, interactive sessions.
- ◆ *Location and Resources:* Computer laboratory or computer center is preferred. Each participant will need individual access to a computer hosting PowerPoint. Internet access required.
- ◆ *Time:* 1.5 hours

REDCap

- ◆ *Speaker:* Clista Clanton, MSLS
- ◆ *Description:* REDCap for performance improvement and research projects
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* TBD

Sakai in Depth

- ◆ *Speaker:* USAonline Staff
- ◆ *Description:* Sakai is a customizable, educational software platform designed to support teaching, research and collaboration. This session provides an overview of core USAonline (Sakai) functions and tools such as course setup, importing of content, uploading a syllabus setting up assignments, building lessons, administering tests, setup and posting to grade book, etc.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to navigate the fundamentals of USAonline.
- ◆ *Location and Resources:* Standard classroom with overhead projector, audiovisual support.
- ◆ *Time:* 1-2 hours as determined by department

Sakai for Medical Education

- ◆ *Speaker:* Joyce Guest, PhD
- ◆ *Description:* Sakai is a customizable, educational software platform designed to support teaching, research and collaboration. This session will prepare users of Sakai to meet their medical education needs.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Identify key components to use in Sakai, the learning management system used at USA,
 - Create a project site for resident education,
 - Develop online communication via forums and/or small groups, and
 - Upload various media and resources into Sakai.
- ◆ *Location and Resources:* Standard classroom with internet access and audiovisual support.
- ◆ *Time:* 60 minutes

Human Dynamics in Medical Education

Physicians are uniquely positioned to respond to the needs of people, patients, their families, and communities, creating unique challenges in these dynamic human relationships. *Human Dynamics in Medical Education* presentations address the topics of professionalism, ethics; cultural competence and proficiency; interprofessional teamwork, interpersonal relationships with healthcare professionals, conflict resolution, patient autonomy, rights and privacy; disclosure of adverse events and end-of-life decisions; and humanism in medicine.

Current Topics in Bioethics

- ◆ *Speaker:* Anne Jeffery, PhD
- ◆ *Description:* Current Topics in Bioethics
- ◆ *Objectives:* Objectives will be developed based on the needs of the department.
- ◆ *Location and Resources:* based on the needs of the department
- ◆ *Time:* TBD

Note: Dr. Jeffery can speak on the following topics by request:

- ◆ Methods of bioethics
- ◆ End of life care
- ◆ Abortion
- ◆ Prenatal genetic testing
- ◆ Conscientious objection
- ◆ Opioid prescription and dependency
- ◆ Genetic enhancement and therapy
- ◆ Research on vulnerable populations
- ◆ Assisted reproductive technology
- ◆ Organ transplant and distribution
- ◆ Mental illness
- ◆ Disability rights

Ethics

- ◆ *Speaker:* Amy McRae, BSN, MHA, JD
- ◆ *Description:* Ethics
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* TBD
- ◆ *Time:* TBD

Learning Environment through the Looking Glass of Accreditation Standards for UME and GME

- ◆ *Speaker:* Susan P. LeDoux, PhD
- ◆ *Description:* This team-based learning activity will focus on “The Learning Environment through the Looking Glass of Accreditation Standards for GME and UME”.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Define basic accreditation terminology,
 - Describe current GME and UME learning environment accreditation standards,
 - Compare and contrast GME and UME learning environment accreditation standards identifying similarities and differences,
 - Assess institutional UME and GME learning environment strengths and weaknesses, and
 - Develop an action plan to jointly address identified weaknesses in UME and GME learning environments.
- ◆ *Location and Resources:* Small group learning setting with audiovisual support.
- ◆ *Time:* 1.5 hours

Navigating Challenging Situations and Maintaining Professionalism

- ◆ *Speaker:* Linda Ding, MD
- ◆ *Description:* The difficult patient and family; a workshop on strategies for navigating different challenging situations and how to maintain professionalism while delivering patient/family-centered care.
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* TBD

Promoting a Culture of Professional Behavior

- ◆ *Speaker:* Samuel A. McQuiston, MD
- ◆ *Description:* Though it may be difficult to put into words, we all know when we see unprofessional behaviors, and we see the negative impact on morale that these behaviors have on those around us. In the healthcare setting, unprofessional behaviors can impact patient care and negatively affect health outcomes. This interactive workshop is designed to bring professionals from various disciplines together to form professional relationships and use case scenarios to develop real-world skills in promoting professional behaviors.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Identify professional and unprofessional behaviors in the healthcare setting,
 - Develop active intervention techniques to tackle unprofessional behaviors,

- Promote a culture of professionalism in the clinical working environment and improve patient outcomes, and
- Access resources when active interventions fail to curb unprofessional behaviors.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* 1.5 hours

Professionalism

- ◆ *Speaker:* Franklin Trimm, MD
- ◆ *Description:* Professionalism
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* TBD

Professionalism in Social Media

- ◆ *Speaker:* Joyce Guest Ph.D.
- ◆ *Description:* This session will provide guidelines for using social media while maintaining professionalism.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Define professionalism in terms to be used with social media,
 - Identify behavior that would be considered unprofessional using social media,
 - Recognize potential harm associated with using social media,
 - Navigate basic privacy settings in some social media environments, and
 - Compare and contrast the health care professional/patient relationship in virtual versus non-virtual environments.
- ◆ *Location and Resources:* Standard classroom with audiovisual support and ability to break into small groups
- ◆ *Time:* 60 minutes

Team Building

- ◆ *Speaker:* Franklin Trimm, MD
- ◆ *Description:* Team Building
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* TBD

What's That You Say?

- ◆ *Speaker:* Candace Park, PhD, LPC, NCC
- ◆ *Description:* Building Communication Skills
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Identify and minimize barriers to effective communication,
 - Demonstrate effective verbal and nonverbal communication,
 - Describe emotional intelligence and its use in the work place, and
 - Utilize communication strategies for conflict resolution.
- ◆ *Location and Resources:* Standard classroom with access to PowerPoint and audiovisual support.

- ◆ *Time:* 60 minutes

Note: Dr. Park can also speak on the following topics by request:

- ◆ Mental health concerns, such as depression, anxiety, suicide, etc.
- ◆ Burnout, building resilience
- ◆ Encouraging a healthy lifestyle
- ◆ Teaching relaxation and/or mindfulness techniques
- ◆ Stress management
- ◆ Work-life balance
- ◆ Professionalism

Mentoring, Supervision, Assessment, & Feedback

Learning occurring in the clinical environment is a core part of graduate medical education programs. These dynamic, real-world laboratories can challenge physician educators to provide consistent quality education and an appropriate level of supervision. *Mentoring, Supervision, Assessment, and Feedback* presentations address best practices in mentoring; supervising housestaff and promoting progressive autonomy and flexibility in the clinical environment; aligning curricular and rotation objectives with clinical assessment and feedback; methods of assessment and feedback in the clinical environment, etc.

Assessment and Feedback

- ◆ *Speaker:* Linda Ding, MD
- ◆ *Description:* Assessment and Feedback
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* TBD

From Ithaca and Back: Getting the Most Out of Your Mentoring Relationship

- ◆ *Speaker:* Samuel A. McQuiston, MD
- ◆ *Description:* The mentee in a relationship steers the relationship, but often mentees do not understand the potential in their relationship with their mentor(s). This workshop provides mentees with the understanding of the mentor-mentee relationship and the importance of the mentee's responsibility in their own mentoring.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Describe the characteristics of effective mentors and successful mentees,
 - Understand the need for multiple mentors to create a panel of experts to guide their career, and
 - Maximize relationships and interactions with mentors.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* 1 hour

Higher Order Questioning

- ◆ *Speaker:* Tim Gilbert, PhD
- ◆ *Description:* Higher Order Questioning

- ◆ *Objectives:* Upon completion of this workshop, participants will be able to get students to think and problem solve instead of regurgitating facts using Bloom’s Taxonomy of the Cognitive Domain.
- ◆ *Location and Resources:* Classroom with tables audiovisual support.
- ◆ *Time:* 60-90 minutes

Mentoring the Journey

- ◆ *Speaker:* Samuel A. McQuiston, MD
- ◆ *Description:* This interactive session is designed to educate faculty members on effective methods in mentoring. Participants draw on their firsthand experiences in relationships with mentors and information on best practices in mentoring to develop skills their mentoring skills.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Describe the characteristics of effective mentors and successful mentees,
 - Apply the best practices of mentoring in their area of clinical expertise, and
 - Provide mentees with mentoring to facilitate the mentee’s success and career advancement.
- ◆ *Location and Resources:* An interactive learning center is preferred, but a conference room with tables and chairs is acceptable.
- ◆ *Time:* 1 hour

Providing Effective Feedback

- ◆ *Speaker:* Tim Gilbert, Ph.D.
- ◆ *Description:* Providing Effective Feedback
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to understand formative and summative assessment working with small groups.
- ◆ *Location and Resources:* Classroom with tables and audiovisual support.
- ◆ *Time:* 60-90 minutes

Patient Safety, Education, & Advocacy

Patient health is the goal of graduate medical education. All healthcare providers share responsibility for fostering a culture of patient safety; enhancing quality of patient care; reporting unsafe conditions and adverse events; and promoting health education, awareness, and outcomes. Per the ACGME Common Program Requirements, graduate medical educators “must prepare residents to provide the highest level of clinical care with continuous focus on the safety, individual needs, and humanity of their patients”. *Patient Safety, Education, and Advocacy* presentations address patient safety goals, tools, and techniques; patient education and advocacy; healthcare disparities; population health; communication with a lay audience, etc.

Contrast Media, Myths, and Management

- ◆ *Speaker:* Samuel A. McQuiston, MD
- ◆ *Description:* While uncommon, adverse reactions to the contrast media used in diagnostic imaging can have significant negative impact on patients’ health. This presentation covers the types of contrast used in diagnostic imaging, management of patients with adverse reactions to contrast media, and common misconceptions about adverse reactions to contrast media.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...

- Understand the pathophysiology of contrast media sensitivities,
- Identify risk factors for adverse reactions to contrast media,
- Identify contrast-related adverse reactions to contrast media,
- Prepare patients prior to contrast media administration, and
- Manage contrast-related adverse reactions.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* 1 hours

Patient Safety, Patient Education, Patient Advocacy

- ◆ *Speaker:* Amy McRae, BSN, MHA, JD
- ◆ *Description:* Patient safety, education and advocacy
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* TBD
- ◆ *Time:* TBD

Patient Safety Science

- ◆ *Speakers:* Sharon Ezell, MSN, RN, CPHQ, and Beth Leffard, MSN, RN, CPHQ
- ◆ *Description:* The science of patient safety
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* TBD
- ◆ *Time:* TBD

Patient Safety Team-Based Learning

- ◆ *Speakers:* Julie Estis, PhD
- ◆ *Description:* Best practices for effective communication among health care team members in order to improve patient safety will be discussed. Tools to support effective communication will be used.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Describe tools for effective communication,
 - Report why effective communication is important to patient safety,
 - List the attributes of effective communication,
 - Define what is meant by appropriate assertion,
 - Give examples of critical language,
 - Describe how the Team-Based Learning (TBL) process emphasizes both effective communication and teamwork,
 - List in proper sequence the activities students undertaken in a TBL exercise, and
 - Describe the factors that will create and foster a significant learning environment within a TBL team.
- ◆ *Location and Resources:* Tables for breaking into small groups, audiovisual support
- ◆ *Time:* 60-90 minutes

Note: Dr. Estis can also speak on the topic of effective Team-Based Learning.

Quality Improvement Science in Healthcare

Per the ACGME Common Program Requirements, “A cohesive model of healthcare includes quality-related goals, tools, and techniques that are necessary in order for health care professionals to achieve quality improvement goals. Residents must receive training and experience in quality improvement processes....” *Quality Improvement Science in Healthcare* presentations provide instruction in the use of quality improvement science, such as quality improvement cycles, root cause analyses, understanding core measures, training techniques used in healthcare improvement, etc.

Engaging Residents in Quality Improvement

- ◆ *Speaker:* Suneet Dullet, MD
- ◆ *Description:* "Engaging Residents in Quality Improvement," provides a framework through which we improved our residents' knowledge and application of the principles of quality improvement and patient safety and you can too. Our main interventions were: a noon conference series on quality improvement and patient safety topics which eventually became academic half day presentations, incorporating root cause analysis and Team Based Learning (TBL) into Morbidity and Mortality Conference, streamlining the process for resident involvement in ongoing QI projects as well as the development of new QI projects in the clinic and hospital, and conducting a faculty needs assessment related to QI/PS and providing further instruction to faculty as needed. We saw a 29% improvement in QIKAT-R scores, achieved and continue to have 100% involvement of our residents in multidisciplinary quality improvement projects, and saw a 1.3 point increase on the Likert scale in satisfaction and education scores for our new Morbidity and Mortality Conference.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Incorporate quality improvement (QI) and patient safety (PS) principles and design into a curriculum to meet ACGME requirements and improve resident education on quality improvement,
 - Apply a modified Team Based Learning (TBL) approach to Morbidity and Mortality (M&M) Conferences
 - Incorporate root cause analysis into M and M conference,
 - Use the Revised Quality Improvement Knowledge Application Tool (QIKAT-R) to assess learners overall knowledge of quality improvement, and
 - Help learners identify opportunities for improvement in patient care and translate this awareness into the development of quality improvement projects.
- ◆ *Location and Resources:* TBD
- ◆ *Time:* 1.5 hours

Performance Improvement

- ◆ *Speakers:* Sharon Ezell, MSN, RN, CPHQ, and Beth Leffard, MSN, RN, CPHQ
- ◆ *Description:* Performance improvement related to hospital required measures (i.e. sepsis bundle treatment)
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* TBD
- ◆ *Time:* TBD

Quality Improvement

- ◆ *Speakers:* Sharon Ezell, MSN, RN, CPHQ, and Beth Leffard, MSN, RN, CPHQ
- ◆ *Description:* Quality Improvement using the PSDA model
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* TBD
- ◆ *Time:* TBD

Personal Health and Wellbeing

Per the ACGME Common Program Requirements, “In the current health care environment, residents and faculty members are at increased risk for burnout and depression. Psychological, emotional, and physical well-being are critical in the development of the competent, caring, and resilient physician. Self-care is an important component of professionalism; it is also a skill that must be learned and nurtured in the context of other aspects of residency training.” *Wellness* presentations provide instruction in physical, emotional, and psychological wellness, such as addressing burnout, anxiety, and depression; building resilience; managing time, clinical duties, and alertness; mitigating fatigue; recognizing impairment from illness, fatigue, and substance abuse in oneself and others; work-life balance.

Anxiety and Depression

- ◆ *Speaker:* Ronald D. Franks, MD
- ◆ *Description:* Anxiety and depression, with special focus on the meds, especially when a simple SSRI is not enough.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Distinguish depression from an anxiety disorder,
 - Describe treatment strategies for depression that only partially responds to an SSRI, and
 - Describe treatment strategies for an anxiety disorder other than using benzodiazepines.
- ◆ *Location and Resources:* Standard classroom with audiovisual support
- ◆ *Time:* TBD

Building Resilience

- ◆ *Speaker:* Franklin Trimm, MD
- ◆ *Description:* Burnout and Building Resilience
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* TBD

From Sisyphus to the Phoenix: Burn Out and Resiliency in Physicians

- ◆ *Speaker:* T. J. Hundley, MD
- ◆ *Description:* This session can be a one-hour grand rounds style conference or a 60 - 90 minute workshop with a focus on practical strategies to address burn-out. The content of these sessions can be tailored to the needs of the department.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...

- Define the terms “Burnout” and “Resiliency”
- Describe the impact burnout has on both trainees and physicians
- Recognize the factors contributing to burnout
- Discuss the evidence to prevent burnout and promote resiliency
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* 60 – 90 minutes

Mental Health Concerns

- ◆ *Speaker:* Luke Engeriser, MD
- ◆ *Description:* Depression, Anxiety, Suicide
- ◆ *Objectives:* Objectives for this session will be developed based on the needs of the department.
- ◆ *Location and Resources:* Standard classroom with audiovisual support.
- ◆ *Time:* TBD

Spinning Plates

- ◆ *Speaker:* Candace Park, PhD, LPC, NCC
- ◆ *Description:* Multiple roles and stress
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Identify multiple roles within life
 - Discuss multiple roles and how they contribute to stress
 - Identify signs of stress and symptoms of stress
 - Implement stress management techniques for their occupational and personal lives
- ◆ *Location and Resources:* Standard classroom with access to PowerPoint and audiovisual support.
- ◆ *Time:* 60 minutes

Note: Dr. Park can also speak on the following topics by request:

- ◆ Mental health concerns, such as depression, anxiety, suicide, etc.
- ◆ Burnout, building resilience
- ◆ Encouraging a healthy lifestyle
- ◆ Teaching relaxation and/or mindfulness techniques
- ◆ Stress management
- ◆ Work-life balance
- ◆ Professionalism

Taming the Fire: Handling Stress, Preventing Burnout, and Building Resilience

- ◆ *Speaker:* Samuel A. McQuiston, MD
- ◆ *Description:* Burnout is common in our fast-paced society, but it is especially problematic for those who care for others. When the triggers, signs, and symptoms of burnout are recognized, an individual can use internal and external resources to address burnout and build resilience in themselves and others.
- ◆ *Objectives:* Upon completion of this workshop, participants will be able to...
 - Identify common stressors in their lives and the lives of their peer group,
 - Describe the concepts of burnout and resilience,
 - Identify the signs and symptoms of burnout in themselves and others,
 - Describe mechanisms to address burnout and build resilience,
 - Access a network of resources before personal coping mechanisms fail, and

- Provide support for others experiencing burnout.
- ◆ *Location and Resources:* An interactive learning center is preferred, but a conference room with tables and chairs is acceptable. Audiovisual support is required.
- ◆ *Time:* 1.5 hours

