

2025 COMSEP Annual Meeting Pre-Conference Workshop List

Wednesday, April 2

Full Day Preconference Workshop | 9:00 am – 5:00 pm

1: ABC of medical student education: Fundamentals for new pediatric educators

Amalia Guardiola, MD; Veronica Gonzalez, MD; Latasha Bogues, MD; Karen Webster; Anne-Marie Kaulfers, MD; Jessica Tomaszewski, MD; Kristine Gibson, MD; Jeremy Middleton, MD

Primary Topic: Pediatric Clerkship

Secondary Topic: Faculty and Resident Development

Target Audience: Early Career | Mid Career | Late Career

Keywords: [Pediatric Medical Education](#), [Curriculum](#), [Assessment](#), [Feedback](#), [Wellness](#)

Overview:

Excellent clinical teachers, as well as newer faculty members, are often identified as candidates to assume the roles of clerkship, site, and sub-I directors. These ever-expanding roles require the educational leader to be knowledgeable about not only the clinical practice of pediatrics but also the topics of curriculum development and delivery, program evaluation, accreditation, resource management, scholarship, and the support of struggling learners.

This workshop has been developed to prepare newer, emerging, and experienced leaders to return home and engage in all facets of educational leadership. Members looking to reinvigorate their programs and advance their scholarship will also find content of interest. If you have questions about getting started, want to infuse new elements into a clerkship, need to revise and implement a curriculum or ponder advising learners or your own career development, this workshop is for you!

Objectives:

At the end of the workshop, participants should be able to:

1. Design and evaluate curriculum within their clinical educational program, including a DEI lens
2. Describe strategies to incorporate innovative instructional methodology and approaches into their educational environment
3. Discuss how to manage their institution's educational enterprise best and meet accreditation guidelines
4. Develop a plan for their own professional growth and scholarship
5. Promote a positive and inclusive learning environment within their educational program

Methods:

Facilitators will engage participants in an exploration of curriculum development using the Kern Model as scaffolding for our discussions. Each step in curriculum development will be introduced using innovative pedagogy with a variety of interactive techniques while simultaneously sharing best practices in teaching and assessment of learners, meeting accreditation standards and institutional requirements. The workshop will progress through the Kern model, incorporating gaps in instruction around health inequities/ DEI as our examples.

Strategies on how to address challenges that arise during the administration of pediatric curricula, including breakout sessions addressing participants-identified topics like recognizing unconscious bias and others. The workshop will also discuss the professional development of educators, weaving in aspects of faculty/student wellness to facilitate the cultivation of educational leaders who can be change agents within their institutions and beyond. The overall structure of the workshop has been developed to introduce participants to key foundational concepts through the use of interactive teaching strategies throughout the workshop. We will also emphasize wellness and resilience at work and how COMSEP can help in all aspects of pediatric medical education.

Wednesday, April 2

Half Day Preconference Workshops | 1:00 – 5:00 pm

2: Medical Education and Clerkship Administrator Certification Workshop

Tiffany Swain, AA; Althea Scott, MD

Primary Topic: Administration of the Pediatric Clerkship

Secondary Topic: Pediatric Clerkship

Target Audience: Early Career | Mid Career | Late Career

Keywords: [Administrator](#), [Certification](#), [Growth](#), [Leadership](#), [Communication](#)

Overview:

Many clerkship administrators believe their roles are "less than", because they are not faculty. The truth is, administrators are the ones holding up the structure of the clerkship more often than not. This workshop strives to teach administrators just how important they are to the clerkship

and medical education by identifying their strengths and playing to them. By understanding one's own potential it enhances their opportunity for growth and being a part of the bigger picture, a leader in their role.

Objectives:

1. Understand the importance of enhancing your career
2. Discover key leadership concepts
3. Explore your role as a leader in medical education
4. Identify core values and career objectives
5. Explore qualities, traits, skills, and preferences that can empower you to expand your individual growth
6. Discuss the significance of communication within a team and with the medical students
7. Explore what a quality/process improvement project is and identify both opportunities and barriers when working on the QI/PI project

Methods:

The workshop is in three segments.

Segment 1: "Embracing Your Leadership Potential". This segment will include small group conversations of which participants will discuss the definition of leadership hierarchy of leadership and the roles that fall within that hierarchy. In large group a discussion about the make up of teams (leaders/followers) and how these are sometimes interchangeable. Next a discussion of core values and then developing personal mission statements.

Segment 2: Exploring Individual Growth Potential and Communication Skills." The workshop continues by building upon leadership potential by identifying participants preferences with small group exercises. Participants will understand the different preference types by completing a survey. In small discussion groups participants will talk through example scenarios where communication was difficult. Using their learned preferences and improved communication skills participants alter the tone of the scenario to improve the difficult conversation.

Segment 3: Provide handouts for participants to learn the process of research and QI projects. They will work through an example project together to gain a better understanding of the criteria that is required for abstract submission. Smaller groups will be formed to possibly collaborate on project ideas for possible workshop or poster for the next COMSEP meeting or other peer reviewed event.

3: Driving culture change: Developing psychologically safe proving grounds in medical education

Kristine Gibson, MD; Lavjay Butani, MD; Erica Chung, MD; Jonathan Gold, MD; Nicole Johnson, MD; Amal Khidir, MBBS; Jeremy Middleton, MD; Jeff Nosek, BS, MEd; Marc Zucker, MD

Primary Topic: Faculty and Resident Development

Secondary Topic: Pediatric Clerkship

Target Audience: Early Career | Mid Career | Late Career

Keywords: [Psychological safety, learning and working environment, leadership](#)

Overview:

Research over the past 10 years has noted patient safety, interprofessional team functioning and physician well-being are all improved with the establishment of psychologically safe working environments. More recent studies have focused on the need to extend psychological safety to our medical education settings. Unlike many areas in academic medicine where we can roll out change to both student and faculty simultaneously, creating psychologically safe clinical learning environments requires the development of faculty knowledge, skills and attitudes first. Leadership from faculty is needed to set expectations for learning and model inclusiveness, intellectual curiosity and cultural humility rather than shaming and humiliating learners as a means to motivate learning. We cannot first coach our students to commit vulnerable acts if they will be met by reproach. This will only harm our learners and decrease their capacity to learn. This train the trainer workshop will assist COMSEP members in increasing their competence and confidence in the foundations of psychological safety and implementing changes in their home institutions.

Objectives:

After this workshop, attendees should be able to...

1. Discuss theoretical models of psychological safety utilized in medical education
2. Identify the need for accountability when practicing psychological safety in the healthcare setting
3. Analyze case scenarios for elements of psychological safety
4. Develop faculty interventions for promoting psychological safety

Methods:

After an initial icebreaker, our workshop will begin with a brief large group didactic on theoretical models of and the need for psychological safety in medical education. Using Clark's 4 Stages of Psychological Safety Model, we will then work with participants to analyze 2 scenarios - one that is focused on student didactics and one that is faculty focused on facilitating rounds. Working in small groups, participants will develop psychologically safe behavioral solutions to each scenario. We will wrap up with a large group discussion on implementation of psychological safety initiatives and provide resources that can be used in faculty and staff development.

4: Put Yourself in the Driver's Seat: Making the Shift from Drama to Empowerment

Sherilyn Smith, MD; Alison Chiang, MD; Mike Dell, MD; Joseph Jackson, MD; Maya Neeley, MD; Erin Pete Devon, MD; Elizabeth Stuart, MD, MSED

Primary Topic: Faculty and Resident Development

Secondary Topic: Wellness

Target Audience: Early Career | Mid Career | Late Career

Keywords: Leadership, self-awareness, wellness, interpersonal dynamics

Overview:

Medical educators operate in a complex landscape of conflicting agendas, varied cultural norms, mismatched resources, and expanding responsibilities. As we navigate this landscape, our perceptions of ourselves and our roles in relation to others impact our effectiveness as individuals, teachers, and leaders. Often, we unwittingly fall into roles and patterns of behavior that limit our creativity, productivity, and wellness. Cognitive reframing is a strategy for shifting out of unproductive ways of thinking. This workshop will center on two powerful and contrasting frameworks: Karpman's Drama Triangle and Emerald's Empowerment Dynamic. Participants will discover tools and strategies to "flip the triangle" - moving away from a dynamic of passivity, blame, and rescue toward greater empowerment, effectiveness, and well-being.

Objectives:

1. Compare and contrast the frameworks of the Drama Triangle and The Empowerment Dynamic.
2. Identify how the Drama Triangle manifests in your life.
3. Reframe personal and team dynamics using the empowerment dynamic.
4. Craft strategies to shift out of drama and into empowerment on an intrapersonal or interpersonal level.
5. Outline ways to share new insights and strategies with others.

Methods:

After initial introductions, we will share key concepts via a brief didactic and interactive demonstration. From there, participants will identify a situation where the Drama Triangle is active in their lives. Using guided reflection, small group storytelling, and discussion, participants will explore their default/typical roles in the Triangle, analyze the impact of those roles on themselves and others, and consider opportunities and goals for change. During the second half of the workshop, we will take a deeper dive into Emerald's concept of Orientation, contrasting the problem-focused mindset of the Drama Triangle with the outcomes focus of the Empowerment Dynamic. Participants will again engage in guided reflection and small group work to identify default mindsets and set goals for change. In the final segment of the workshop, participants will outline concrete next steps and consider ways to share what they have learned with others at their home institutions.