



OPEN MEDICAL INSTITUTE

SEMINAR REPORT

MEDICAL EDUCATION
OMI MEX CHOP SEMINAR

May 4-6, 2022

Medical Education Beyond Borders



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OMI MEX CHOP SEMINAR IN MEDICAL EDUCATION

May 4-6, 2022

30 fellows from Mexico
5 faculty members from the USA and Mexico
9 lectures given by faculty

Group Photo of Faculty and Fellows



SCHEDULE

OMI MEX CHOP Seminar

Medical Education

Wednesday, May 4 – Friday, May 6, 2022

Wednesday, May 4, 2022

08:00 - 09:00	Registration and Breakfast	
09:00 - 09:15	Opening Ceremony	
09:15 - 10:15	Introduction to Medical Education 15 Min. Q&A	Jay Mehta, MD, MS
10:15 - 11:15	Characteristics of a Good Teacher 15 Min. Q&A	Jay Mehta, MD, MS
11:15 - 11:45	COFFEE BREAK	
11:45 - 12:45	Adult Learning 15 Min. Q&A	Adelaide Barnes, MD
12:45 - 13:45	LUNCH	
13:45 - 14:45	Theories of Teaching & Learning 15 Min. Q&A	Donald L. Boyer, MD, MSEd, FAAP

Thursday, May 5, 2022

08:00 - 09:00	Registration and Breakfast	
09:00 - 10:00	Curriculum/Instructional Design 15 Min. Q&A	Jay Mehta, MD, MS Donald L. Boyer, MD, MSEd, FAAP
10:45 - 11:00	Teaching on Rounds 15 Min. Q&A	Adelaide Barnes, MD
11:00- 11:30	COFFEE BREAK	
11:30 - 12:30	Creating a Psychologically Safe Learning Environment 15 Min. Q&A	Donald L. Boyer, MD, MSEd, FAAP
12:30 - 13:30	Optimizing Feedback	Adelaide Barnes, MD
13:30 - 14:30	LUNCH	
14:30 - 16:00	Small Group Discussion: Learner Presentation Challenges Experienced in Giving Feedback	CHOP and Mexican Faculty

Friday, May 6, 2022

08:00 - 09:00	Registration and Breakfast	
09:00 - 10:00	The Problem Learner/Learner Remediation 15 Min. Q&A	Jay Mehta, MD, MS
10:00 - 11:00	Teaching Using Case-Based Methodology 15 Min. Q&A	Jorge Valdez, MD
11:00 - 11:30	COFFEE BREAK	
11:30 - 13:00	Group Discussion: Learner Presentation Experience with Challenging Learners	CHOP and Mexican Faculty
13:00 - 13:10	BREAK	
13:10 - 14:40	Small Group Teaching (Roleplay)	CHOP and Mexican Faculty
14:40 - 15:40	LUNCH Closing Ceremony and Award Presentation	



OPEN MEDICAL INSTITUTE

FACULTY BOOKLET

MEDICAL EDUCATION
OMI MEX CHOP SEMINAR

May 4-6, 2022

Medical Education Beyond Borders





Wolfgang Aulitzky, MD

Director, Open Medical Institute
American Austrian Foundation

Associate Dean and Gerhard Andlinger Professor
for International Medicine & Distance Learning
Adjunct Professor of Clinical Urology
Adjunct Professor of Clinical Reproductive Medicine
Weill Medical College of Cornell University

Adjunct Professor of Pediatrics
**Perelman School of Medicine at the Children's Hospital
of Philadelphia**

Associate Professor of Urology
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Wolfgang Aulitzky, MD is the Medical Director of the American Austrian Foundation. He is Associate Dean for International Medicine and Distance Learning, Adjunct Prof. of Clinical Urology and Adjunct Prof. of Clinical Reproductive Medicine at the Weill Medical College of Cornell University/New York Presbyterian Hospital. In 2016, he was appointed Adjunct Professor of Pediatrics in the Associated Faculty of the Perelman School of Medicine at the Children's Hospital of Philadelphia. He is also Associate Prof. of Urology at the Medical University of Innsbruck and Visiting Professor at the Medical University of Vienna. Amongst others he is a member of the American, German and Austrian Societies of Urology and was awarded the Zuckermandlpreis of the Austrian Society of Urology in 1989. In 1995 he received the Silver Medal, in 2007 the Golden Medal for Merits to the Republic of Austria and in 2014 the cross of honor of the Land Salzburg. As Director of the Medical Program of the American Austrian Foundation he has initiated the Open Medical Institute, a scientific and educational collaboration of Weill Cornell and the NewYork Presbyterian Hospital, the Children Hospital of Philadelphia, Duke University, Columbia University, the Cleveland Clinic and leading hospitals in Austria. Dr. Aulitzky earned his medical degree at the University of Innsbruck in 1977, was a research associate at the University of Uppsala, Sweden and the Rockefeller University, New York. He received his training as an urologist at the University of Innsbruck and the General Hospital of Salzburg. He is the author of more than 140 publications on Urology, Andrology and Health Care issues and is co-author of books on basic and clinical urology/andrology.



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Jay Mehta, MD, MS is Fellowship Director of the Division of Rheumatology and Associate Program Director of the Pediatrics Residency Program at the Children's Hospital of Philadelphia. Dr. Mehta received his MD from the University of Nevada, at Reno, Nevada. He completed his residency at the Pediatrics University of Colorado, Denver, Colorado, and a fellowship in Pediatric Rheumatology at the Children's Hospital of Philadelphia and obtained his master's degree in science in Education at the University of Pennsylvania, Philadelphia. In 2014, he received the Albert Einstein College of Medicine Lewis M. Fraad Award for Excellence in Resident Teaching. From 2008 to 2010, he was awarded the American College of Rheumatology Research and Education Fund Physician Scientist Development Award, and in 2007 he was awarded by the University of Pennsylvania Institute for Translational Medicine and Therapeutics Research Training Fellowship. Also, from 2006 to present, he is an active member of the American College of Rheumatology and of the Childhood Arthritis and Rheumatology Research Alliance.



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Adelaide Barnes, MD is an Assistant Professor of Clinical Pediatrics within the Division of General Pediatrics, Section of Hospital Medicine at the Children's Hospital of Philadelphia. Dr. Barnes received her Bachelor of Arts in Sociology from Duke University and obtained her Medical Doctorate from The George Washington University School of Medicine and Health Sciences. She completed her pediatric residency training at the Children's Hospital of Philadelphia. After completing residency, she served as a Pediatric Chief Resident for the hospital and the pediatric residency program. Dr. Barnes remains active in the pediatric residency program, serving as an Associate Program Director, Chair of the Intern Selection Committee, and Director of the Global Health Track. Dr. Barnes has extensive experience in global health curriculum development and education, both in the US and abroad. She is also passionate about diversity and inclusion within academic pediatrics and sits on the institution wide multidisciplinary CHOP Diversity Council, the Division of General Pediatrics Committee on Faculty Diversity and Equity, and is a Department of Pediatrics representative for the Executive Committee of the Medical Staff Committee on Diversity and Inclusion.



Donald L. Boyer, MD, MEd, FAAP

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Donald L. Boyer, MD, MEd, FAAP is an Attending Physician in the Division of Critical Care Medicine at the Children's Hospital of Philadelphia (CHOP) and an Assistant Professor of Clinical Anesthesiology, Critical Care, and Pediatrics at the Perelman School of Medicine at the University of Pennsylvania. He received his bachelor's degree in chemistry from Case Western Reserve University before matriculating to the University of Pennsylvania School of Medicine. He completed a residency in general pediatrics at CHOP and then completed his fellowship in pediatric critical care medicine at Boston Children's Hospital before being recruited to join the faculty at CHOP as a member of the Pediatric Intensive Care Unit (PICU) attending staff. Dr. Boyer received his MEd from the University of Pennsylvania's Graduate School of Education MedEd program where he was a student in the inaugural cohort. He now serves as Co-Director for the MedEd program in addition to his active involvement in numerous undergraduate and graduate medical education initiatives. Additionally, Don is the Director of the Pediatric Critical Care Medicine Fellowship Program at CHOP and an Associate Designated Institutional Official, responsible for helping all graduate medical education programs at CHOP grow and trend key performance indicators. His academic interests are in the science of education, learner assessment, and global health, as well as human factors research, specifically focusing on the impact of interruptions and distractions on clinician performance and patient outcome. In his free time, Don enjoys running, skiing, camping, hiking, traveling, exploring new restaurants, and doing anything outdoors.



Jorge Valdez, MD

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Jorge Valdez, MD is Dean of the School of Medicine and Health Sciences of the Tecnológico de Monterrey. He received his medical degree at the Tecnológico de Monterrey School of Medicine and then a specialty in ophthalmology and subspecialty in Cornea and Refractive Surgery at the Conde de Valenciana Foundation Ophthalmology Institute, UNAM. Dr.Valdez obtained his master's degree in medical sciences, from the Boston University School of Medicine, USA. He also has a Cornea Postdoctoral Research Fellowship at University Hospital, Boston, USA, and a degree as Doctor in Medical and Surgical Research, from the University of Oviedo, Spain. He is full academician of the Mexican Academy of Surgery, President of the Mexican Center for Preventive Visual Health, President of the Northern Chapter of the National Academy of Medical Education, Vice President of the Pan American Ophthalmology Foundation, Secretary of the Pan American Association of Ophthalmology and Founder of the National Academy of Medical Education. Dr.Valdez was recently awarded with the Top Doctors Award edition 2021. Also, in 2021, he received the "Dr. Alberto Lifshitz Award". In 2016, he was awarded with the National Health Award COPARMEX and the Biennial Award in Ophthalmology. In 2015, he received the Scientific Career Award by the College of Surgeons at the State of Nuevo León, Mexico and was distinguished as one of the 300 best doctors in Mexico by the Magazine "Líderes Mexicanos". In 2014, he received the Jorge Rosenkranz Medical Research Award.



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Lydia Zerón, MD is Director of the Regional Department of Clinical Sciences of the Tecnológico de Monterrey. She has her degree as a surgeon, a master's in health sciences, and a doctorate in health sciences, at the Faculty of Medicine, at UNAM. She has been Head of the Division of Continuing Education at the Mexican Institute of Social Security, President of the National Academy of Medical Education, Head of Dissemination of Research Department at the Research Development Division, Mexican Institute of Social Security and Professor of undergraduate and postgraduate studies at La Salle University, Westhill University and Faculty of Medicine at UNAM. She is a member of the National Association of Physicians with Private Practice AC since 1996 and has been a member of the Medical Association of the National Institute of Pediatrics since 2001. She is also a member of the Mexican Association of Bioethics and a founding member of the National Academy of Medical Education. She has been a speaker in national and international forums as an expert in Medical Education.



Becky Aguilar-Álvarez de Sáenz

Executive Director | AMSA

- Bachelors degree in economics, Instituto Tecnológico Autónomo de México (ITAM)
- Banking and financial career for 15 years
- Member of the Board Civic Committee, Ford Motor Company Mexico
- Treasurer of the Board of Trustees UNETE (Unión de Empresarios por la Tecnología en la Educación)
- Member of the International Women's Forum
- Member of the Mexican Council for International Affairs
- AMSA's Executive Director since 2010








Gerardo Legorreta Creel

President of the Board | AMSA

- Chairman of the Board of Trustees, Alianza Médica para la Salud, A. C. (AMSA)
- Studied at the London Business School and Instituto Tecnológico Autónomo de México (ITAM)
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Fellow Booklet

Medical Education

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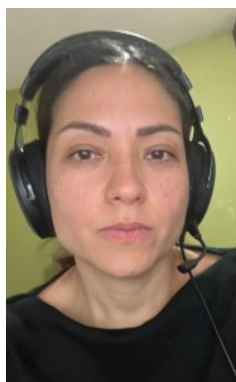
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Wednesday, May 4, 2022

We arrived early in the morning to the TEC Monterrey CDMX campus for the first day of the seminar. I met with friends from the hospital and fellows from other seminars. I was glad to see Dr. Jay Mehta again, he recognized me from the leadership seminar back in 2019. After some nice coffee and a delicious croissant, we got right to meeting the other faculty. Before the lectures, we were able to get to know the other fellows by sharing what expectations we had and what our favorite place in México is. It was fun to see that many of us love the beach and its natural wonders, but the best part was translating the names of the places they should try to visit, from Spanish to the literal translation in English. We were therefore recommending the faculty to visit the “fat hills” and to go to the “brave valley”. We got off on the right foot with Dr. Mehta’s lectures, understanding what we are trying to teach and how we should evaluate. The lecture I liked best today was called “characteristics of a good teacher”. Next, we were able to brainstorm what we define as a good teacher so we can become one for our students. Dr. Adelaide Barnes surprised us with her Spanish skills at lunch and we were glad to help her practice. We talked about places she could visit and what she could take back as souvenirs for her nephews. Her lecture, “the adult learner”, set the stage for understanding who we are teaching, so we can get the message to them correctly. That it something that I didn’t do with my students before, but now I will get to know them and adapt my class to their needs. In the afternoon, Dr. Donald Boyer opened the discussion on the theories of teaching. During the day, the participation of the fellows enriched the seminar by giving pointers, tips, and their opinions on similar problems that we had as teachers and with our institutions. “Education is the kindling of a flame, not the filling of a vessel” - Socrates.

Thursday, May 5, 2022

After our morning dose of caffeine and satisfying our sweet tooth with chocolates and talks of delicious restaurants the faculty should visit, Dr. Boyer kicked off the day by informing us that he had “survived” his first Mexican mole experience! His class was amazing, we learned about the course of knowledge, how to set goals and strategies, and how we can see if it’s working. We must know what we need to teach and how we are going to do it. When asked to remember a positive and a negative experience in learning, we all concluded that a safe environment where you are motivated and seen is a great environment for learning. During the first break, we were able to take a group picture for social media. One of the things I love about the OMI seminars is the opportunity to get to know the faculty and the other fellows. That is a unique opportunity. The best class this day was Dr. Barnes’ lecture on “ten tips to enhance teaching on rounds”, because we need to use the different opportunities with and without the patient to teach our learners. Since most of us have diverse learners (students, residents, and fellows), we have to be able to set expectations and tailor questions to specific people, as well as get our student further along in their knowledge. We must plan ahead, give feedback to them, and ask for it ourselves.

“Tell and I forget, teach me and I may remember, involve me and I learn”- Benjamin Franklin.
“Once we have knowledge, we forget what is like not to have that knowledge”.

Friday, May 6, 2022

On the last day of the seminar, we started the lecture by commenting what expectations were met and what questions remained. Dr. Mehta’s lecture on “how to diagnose and remediate a problem learner” was amazing. It was incredible to learn how they do this at CHOP, and I would like to replicate something similar at my hospital, to be able to help the learner in an environment where they do not feel threatened, and we can help them get to where they are supposed to be. We all agreed that if the problem is a professional problem, it is more difficult to address, but having a team and a process that has to be followed is easier. Dr. Jorge Valdez’ class on using case studies for class was very good. I’ve used them but not in all of the subjects I teach, and I will start using that in my future classes. After the break, we were separated into three groups to discuss how to deal with a problem or difficult learner. I was in group number three with Dr. Boyer and Dr. Mercedes from the Ophthalmologist Institute “La Ceguera”. She expressed her concern of a first-year resident with mental illness that had eventually left her hospital, but not before threatening his fellow residents and faculty, making everyone scared and concerned about how to deal with situations like this. Everyone at the table agreed that mental illness is something that needs to be talked about more often and given the right attention, to be able to detect burnout, depression, anxiety, etc. earlier. Having healthy and non-threatening solutions is very important. I was glad to find out that there are a few hospitals that are starting to ask about the well-being of their students and residents, but there is still a long road ahead. Afterwards, we used role play to practice our skills on feedback. We were subdivided into groups of three so one of us could play the resident, the other the attending, and the third the observer. We all took turns to play each role. This dynamic helped me work on how I felt about getting feedback, and how I provide feedback to others based on how I would like to receive it and by following the guidelines discussed in class and in the small group. To wrap up the final day, we had lunch on the terrace with the faculty at TEC University. The new campus is spectacular, as the previous building was destroyed in the tragedy of the 2017 earthquake. During this last lunch, I sat with new fellows, and we talked about how different our residency programs were. In conclusion, I take away what Dr. Mehta said: “become the teacher that inspired you”.