


**47TH ANNUAL NEW MEXICO LUNG DISEASE SYMPOSIUM
 FEBRUARY 23, 2019
 MARRIOTT PYRAMID NORTH HOTEL CONFERENCE CENTER, ALBUQUERQUE, NM**



TEACHING BY DESIGN FORM

Please complete one form for each topic that you are presenting.

1. Faculty Information

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|------------------------------|---|
| Name and credentials: | Dona J. Upson, MD, MA |
| Title: | Professor of Medicine |
| Affiliation: | Division of Pulmonary, Critical Care & Sleep; University of New Mexico Health Sciences Center; NM VA Health Care Services |
| Presentation Title | Juuling, Vaping & Heat Not Burn – Why are we so worried? |

**The information you provide will appear in the printed course materials

This section will guide you through identifying professional practice gaps and writing 2-4 learning objectives for your presentation which will appear in promotion of the event /course description and form the basis for the evaluation metric.

2. PRESENTATION/TOPIC LEARNING OBJECTIVES

What is the desired change you would like to achieve in the competence or performance of your learner? While professional practice gap(s) are the difference between actual and optimal practice, learning objectives are a statement of how this activity can close the identified gap(s). Objectives should state how the learner will be able to apply new knowledge, competence or performance/skill to his practice or work, or improve the quality of life or health of a patient. For purposes of this activity *competence* is defined as “Knowing how to do something” “... a combination of knowledge, skills and performance..the ability to apply knowledge, skills and judgment in practice. ” *Performance* is defined as “What one actually does, in practice. Performance is based on one’s competence but is modified by system factors and the circumstances.”

Ultimately, learning objectives explain what will the learner be able to do/do better after attending your session? Examples: At the conclusion of the session, the participant...:

- “Will be able to apply...”
- “Will learn new findings about...”
- “Will be better able to diagnose...”
- “Will more appropriately refer...” or “refer earlier...”
- “Will have new strategies to manage care of...”
- “Will improve...”
- “Will integrate new treatment options in discussing xxx with patient...”
- “Will be able to improve the quality of life/health status of his patients by xxx.”

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At the conclusion of this activity, participants should be able to ...

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|---------------------------------|--|
| Learning Objective One | Inform a patient of the health risks of electronic nicotine delivery systems (i.e. e-cigarettes) |
| | This is a change in <input checked="" type="checkbox"/> competence, <input checked="" type="checkbox"/> performance <input checked="" type="checkbox"/> patient outcomes |
| Learning Objective Two | Discuss the risks to youth who use electronic nicotine delivery systems (i.e. e-cigarettes) of initiating use of combustible cigarettes or marijuana. |
| | This is a change in <input checked="" type="checkbox"/> competence, <input checked="" type="checkbox"/> performance <input checked="" type="checkbox"/> patient outcomes |
| Learning Objective Three | nicotine delivery systems (i.e. e-cigarettes) |
| | This is a change in <input checked="" type="checkbox"/> competence, <input type="checkbox"/> performance <input type="checkbox"/> patient outcomes |
| Learning Objective Four | |
| | This is a change in <input type="checkbox"/> competence, <input type="checkbox"/> performance <input type="checkbox"/> patient outcomes |

3. TEACHING METHODS

Please indicate which of the following teaching methods you will be using:

| | |
|---|---|
| <input type="checkbox"/> ABIM Learning Session (built around a SEP or PIM) | <input checked="" type="checkbox"/> Lecture with interactive components (e.g. audience response) |
| <input type="checkbox"/> AMA Quality Improvement Model CME (PI CME) | <input type="checkbox"/> Medical guideline presentation |
| <input type="checkbox"/> Break-out sessions (smaller groups) | <input type="checkbox"/> Meet the professor (bring cases/questions from your practice) |
| <input type="checkbox"/> Case studies (alone or as follow up to lecture) | <input type="checkbox"/> Pathology case w/ quiz (alone or part of wider case discussion) |
| <input type="checkbox"/> Consecutive Case Conference | <input type="checkbox"/> Pre-test or post test discussion |
| <input type="checkbox"/> Consensus Conference with Jury | <input type="checkbox"/> Pro Con debate |
| <input type="checkbox"/> Didactic lecture (with Q & A) | <input type="checkbox"/> Radiology presentations with quiz (alone or as part of a case) |
| <input type="checkbox"/> Hands on skill building workshop | <input type="checkbox"/> Simulation (e.g. a PFT lab, or a patient undergoing a diagnostic procedure) |
| <input type="checkbox"/> Internet course (with live audience either in one place or dispersed) | <input type="checkbox"/> Other (please explain) |
| <input type="checkbox"/> Research results/poster presentation | |

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4. DESIRABLE PHYSICIAN ATTRIBUTES / ACGME AND OF IOM COMPETENCIES

Please indicate which of the competencies below will be addressed in your presentation(s).

ACGME/ABMS Competencies

| | |
|---|---|
| <input type="checkbox"/> Patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health | <input checked="" type="checkbox"/> Interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals |
| <input checked="" type="checkbox"/> Medical knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care | <input type="checkbox"/> Professionalism , as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population |
| <input type="checkbox"/> Practice-based learning and improvement that involves investigation and evaluation of their patient care, appraisal and assimilation of scientific evidence, and improvements in patient care | <input type="checkbox"/> Systems-based practice , as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system for health care and the ability to effectively call on system resources to provide care that is of optimal value |

Institute of Medicine Core Competencies

| | |
|--|--|
| <input checked="" type="checkbox"/> Provide patient-centered care – identify, respect, and care about patients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health | <input type="checkbox"/> Apply quality improvement – identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and design and test interventions to change processes and systems of care, with the objective of improving quality |
| <input type="checkbox"/> Work in interdisciplinary teams – cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable | <input type="checkbox"/> Utilize informatics – communicate, manage, knowledge, mitigate error, and support decision making using information technology |
| <input checked="" type="checkbox"/> Employ evidence-based practice - integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible | <input type="checkbox"/> |