

DEPARTMENT OF INTERNAL MEDICINE
NEW PROVIDER ORIENTATION



EDUCATION

Manish Suneja, MD, FACP, FASN
Vice Chair for Education
Director, Residency Program
Clinical Professor - Nephrology

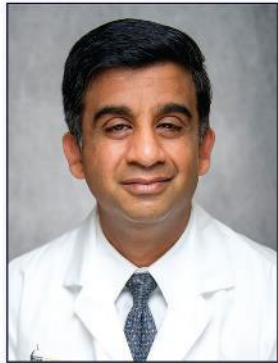
Medical Student Education



YOU'VE COMMITTED TO US, LEARN OF OUR COMMITMENT TO YOU!

DEPARTMENT OF INTERNAL MEDICINE

Undergraduate Medical Education Leadership



Manish Suneja, MD
Vice Chair for Education



Jane Rowat, MS
Educational Development Director



Kathleen Steenlage
Medical Student Education Coordinator



Milena Gebaska, MD, PhD, MME
Subinternship Director



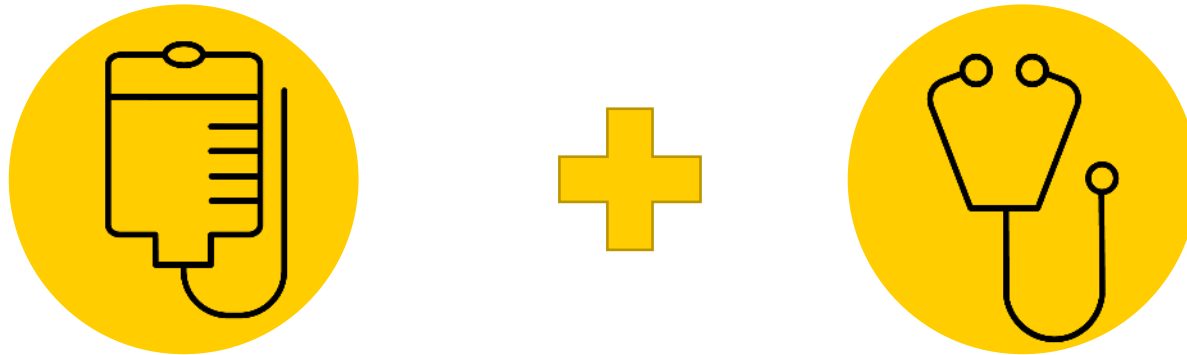
Lisa Antes, MD
Clerkship Co-Director



Lee Sanders, MD, PhD
Clerkship Co-Director

Medical Student Education: Core Clerkship

Combined IM Clerkship: 10 weeks



Medical Student education: Faculty Expectation

- Review your personal expectations with the student on the first day.
- Role model Communication skills and Physical Exam
- Cultivate a learning climate that encourages questions and discussion.
- Spend time each day reviewing a learning topic with the student.
- Give feedback to the student on written and oral presentations
- Assist in the completion of the Direct Clinical Observation Encounters required for each student on the clerkship.
- Complete online clinical evaluation for the student at the end of your time together.

Please read through the Mistreatment Policy and the Clerkship Goals & Objectives.

Opportunities:

- Small group teaching
- Medical student clerkship workshops: **Wednesday afternoon**
- CCOM course directors: (CAPS/MAS/MOHD)
- Developing new 4th year elective: Ex: Transition to GME (Matt Soltys)
- Get involved with faculty development in the department/college

Medical Student Education: Pre-clinical (M1/M2)

- M1 and M2 (First three semesters)
 - Email to all faculty from me at the beginning of each semester
- Variety of pre-clinical experiences.
- Expectation from faculty member: At least **10 hours of small group education hours**.
- Activities include:
 - Small group facilitation
 - Students in clinic (ECE)
- Organized and monitored by **Vice Chair of Education and Amy McDonald**



INTERNAL MEDICINE EDUCATION CENTER

Request for small group teaching

THE UNIVERSITY OF IOWA
ROY J. and LUCILLE A. CARTER COLLEGE of MEDICINE

To: All Internal Medicine Faculty

Colleagues:

Thank you to the faculty who have already signed up for the small group teaching assignments. While a few activities have filled, there are still **teaching opportunities available!**

Please find attached a updated **course catalog** giving descriptions of the small group teaching opportunities (**For M1s and M2s**) as well as an updated **chart** (shows the days/time in the week when the small groups are offered.) This **chart** outlines which days of the week certain teaching activities occur for your reference: **sessions grayed out have already filled**. This should help you quickly determine what activities fit your schedule. The database should have all the faculty prepopulated, which will facilitate the process.

Following activities specifically need facilitators (see catalog and available teaching opportunities)

- Patient Based Clinical Reasoning (M2/PA2 FALL activity on Monday and Wednesday afternoons)
- Professional Communication Skills (M1/PA1 FALL activity on Monday afternoon (1 slot for substitute); Wednesday afternoon (5 slots; 2 substitutes)
- MAS Small Group (MSG) III (M2/PA2 FALL) on Thursday mornings
- Interprofessional Education II and III (see catalog),
- Early Clinical Experiences

Based on our departmental teaching goals we expect that all our faculty contribute **at least 9-10 hours** of small group teaching this year. The link for signing up for small group teaching is included in the catalog, but here it is for quick reference: <https://webapps1.healthcare.uiowa.edu/FCP/recruiting>

Faculty members who have previously taught can access the site; anyone who has not yet signed up for teaching experiences will need to create an account, which they can do by going to the website above and following the instructions provided.

Resident Education



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DEPARTMENT OF INTERNAL MEDICINE

DEPARTMENT OF INTERNAL MEDICINE
IOWA RESIDENCY PROGRAM LEADERSHIP

Director



Manish Suneja, MD

Director
Educational Development



Jane Rowat, MS

Educational Director
Safety & Quality



Carly Kuehn, MD, MME

Mentor
VA Safety & Quality



Matthew Soltys, MD, MME

Director
Med-Psych Program



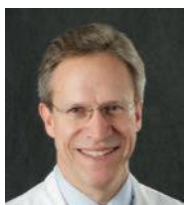
Vicki Kijewski, MD

Associate Director
Med-Psych Program



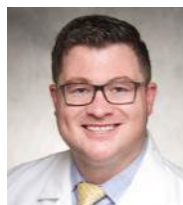
Andrea Weber, MD, MME

Associate Dean
Graduate Medical Education

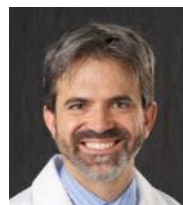


Mark Wilson, MD

Associate Directors



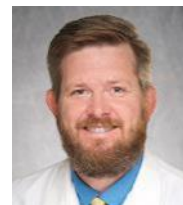
Andy Bryant, MD



Brian Gehlbach, MD



Krista Johnson,
MD, MME



Justin Smock, MD

Assistant Director



Jennifer Strouse, MD

Administrators



Cindy Batzkiel
Program Administrator



Abbey Gilpin
Associate Program
Administrator



Stacy Sueppel
Program Coordinator



Denise Floerchinger
Fellowship Program
Administrator

Chief Residents 2024-25



Lauren Zebel, MD

Luke Morrey, MD

Marie Finkbeiner, MD

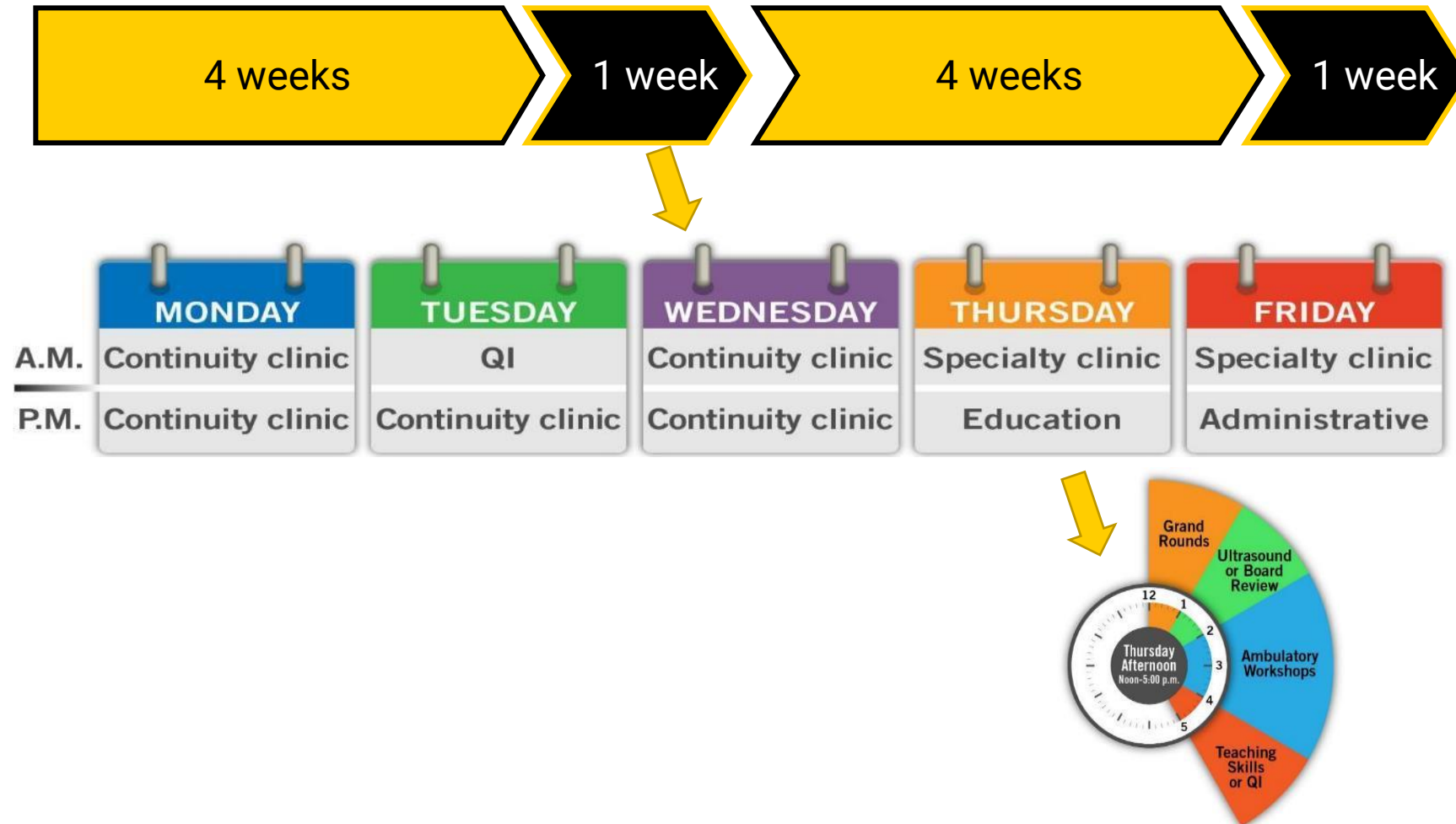
Rachel Anderson, MD

About Us: Residency Education

- **23 Categorical Residents**
- **3 Preliminary Residents**
- **5 Ophthalmology Preliminary**
- **2 Med-psych Residents**
- **4 Chief Residents** are selected each year for a post-residency year
- **81 Total Residents** are ACGME approved in our categorical program
- Approximately **65-70%** of our graduating residents go on to fellowships

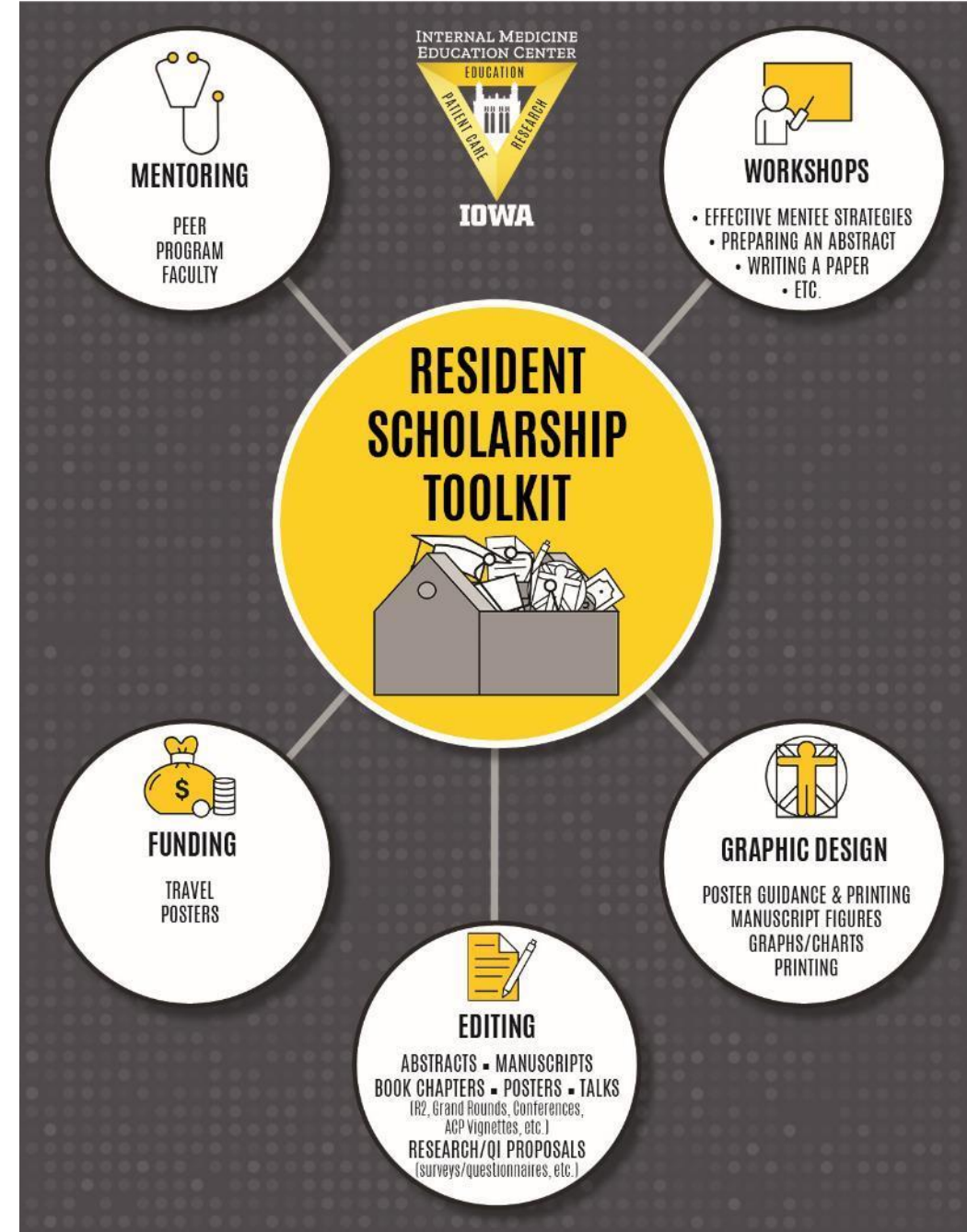


Residency Schedule: $X+Y \rightarrow 4+1$ Schedule



Research

- Up to 12 weeks of research
- Administrative support for design, editing, and writing
- Funding available



Multiple Distinction Pathways: Education (DIME)

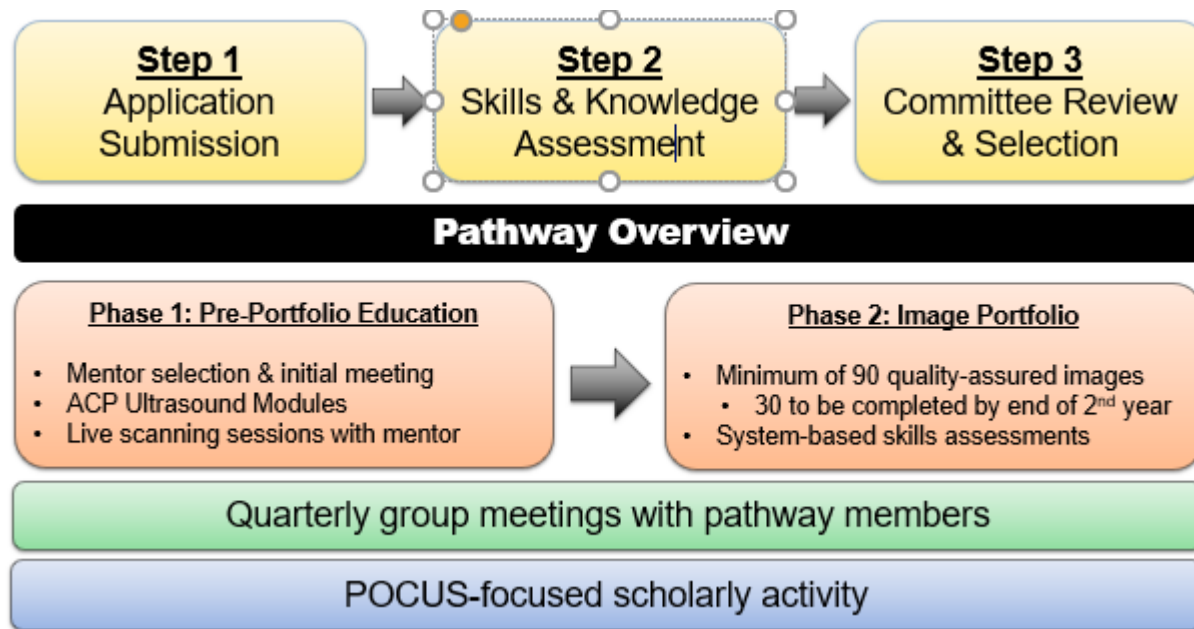
Distinction in Medical Education Residents

- Resident teaching skills curriculum
 - AI IM and IM/Psych
- Teaching resident rotation
 - 12-14 PGY3 residents/year
- Masters in Medical education (MME)



Multiple Distinction Pathways: Ultrasound (POCUS Distinction)

Point-of-Care Ultrasound Pathway for Internal Medicine Residents



Multiple Distinction Pathways: Population Health Distinction Track



Equality



Equity

Helpful Resource: imiowa.com

IOWA | IM Iowa Resident Portal

[Home](#) [Links](#) [Education](#) [Talks](#) [Social](#) [Careers/Research](#)

[Contact Us](#)



Quick Links

- [Give a Resident Some Kudos!](#)
- [Calendar](#)
- [Presentation Archive](#)
- [Resident Manual](#)

Upcoming Events

2025 JANUARY

WEDNESDAY

29

CREATING POSTERS FOR CONFERENCES

Jan 29, 2025 (0:00 AM)

Lunch: Breakfast burritos with hashbrown casserole and fresh fruit

Faculty Expectation

- Create excellent **learning environment**
- Providing **effective feedback**
- Timely **completion of Clinical Evaluations**
- Role model **communications skill and physical diagnosis**
- **Professionalism**



Providing Effective Feedback

Setting the Stage

❖ Expected

I will be giving you feedback following this encounter; Shall we spend a few minutes discussing how the clinic went after your last patient?

❖ Supportive learning climate

It's my job to help you improve.

❖ Label as feedback

How would you like me to focus my feedback?

❖ Self-assessment

What were you trying to accomplish during this encounter?; Did it go as planned?

STOP

S: SPECIFIC

Your social history of the patient showed understanding of pathophysiology and allowed us to focus more on biliary tract disease and less on alcoholism.

T: TIMELY

I'll give you feedback after each patient today; Let's plan to sit down at the end of the week.

O: OBJECTIVE, based on observed behaviors

I noticed you interrupted the patient a few seconds after asking what brought her to the hospital; You lost eye contact with the patient when you were discussing the lab results.

P: PLAN for improvement

If you were going to do it again, what would you do the same and do differently?; What actions do you want to take to improve in this area?; How would you feel doing it again?

Gigante J, Dell M, Sharkey A. Getting Beyond "Good Job": How to Give Effective Feedback. *Pediatrics* 2011;127:205-207.

Faculty Resources/Opportunities

Teaching Resources

Online Resources

Artificial Intelligence (AI)	^
Tips, guidance, and resources for instructors to adapt to AI in the classroom	
Blended Learning	^
A type of educational program in which students learn through both online delivery and face-to-face classroom activities. There are many models of blended learning, including flipped classroom, team-based learning, and peer education (see below). Evaluation of Evidence-Based Practices in Online Learning [PDF] (US Department of Education)	
Clinical Teaching & Precepting	^
Practical Doc (Alberta Rural Physician Action Plan)	

FACE: Faculty/Fellows as Clinician Educators

- **Program Goal:** Introduce current and future clinician-educators to a knowledge base and skill set which may be of use in their career
- **Required Component:**
 - Educations Workshop Session: Third Thursday of every month (1:00-2:30)
 - Application of Skills and Reflection
 - Topical readings (on website)
 - Teaching video

Residency Committees: WE NEED YOUR HELP!

- Program Evaluation Committee
- Clinical Competency Committee
- Mentorship/Scholarship
- Residency Interviews
- Residents Conferences and Curriculum

Questions related to the Educational Mission? Please contact me!

THANK YOU



Welcome to the Department

→ medicine.uiowa.edu/internalmedicine

