

## Upcoming Events

[Click here](#) for an at-a-glance view of our upcoming events for the next 3 months

### Continuing Education & Self-Reflection

Carilion Clinic's Continuing Medical Education (CME) program's primary goals include providing innovative formats for education as a means of increasing participant knowledge, competence, and performance.

Recently, the CME Office was contacted for guidance in obtaining AMA PRA Category 1 Credit™ for a continuing education (CE) event. In reviewing the submitted agenda, we realized that a portion of the event that included participant self-reflection was not included in the request to receive CME credit. This realization sparked an Aha Moment. What an excellent opportunity to introduce an innovative tool for measuring the continuous improvement process as a facet of participatory research!

Self-Reflection is a quality improvement process that is considered as a "cyclical process:" identify a problem, work to develop a solution, implement the solution, evaluate the solution, and make adjustments as needed. This process provides the necessary insight to correct poor habits while affirming good habits. In today's fast-paced and constantly changing environment, individuals must be able to develop and grow as changes evolve. Self-reflection is an integral part of the learning process and essential to creating meaningful and lasting change(s).

Through working in partnership with the Planning Committee of the above-mentioned CE event, we developed a Self-Reflection Checklist that fit the described objectives. The checklist was designed for participants to self-evaluate strengths, weaknesses, and opportunities discussed in the didactic sessions that may improve or enhance work habits. As a bonus, the summary of the self-reflections provided outcomes that met the criteria for AMA PRA Category 1 Credit™.

For a future CME session, you might consider evaluating participant learning using a self-reflection checklist.

#### A self-reflection checklist may include, but not be limited to:

- **Reflection on the learning** – involves the participant analyzing their knowledge and equating it to what was discussed in the learning activity
- **Reflection on the experience** – involves the participant thinking about what they do in the workplace that correlated to what was discussed in the learning activity
- **Reflection on practice** – involves the participant evaluating what change(s) may enhance their practice from what was discussed in the learning activity

#### Advanced self-reflection questions may relate to:

- **Openness** – ability to see things for what they are, not what one thinks they should be
- **Observation** – ability to watch oneself in the same way they watch the behavior of colleagues; with perspective and distance
- **Objectivity** – ability to evaluate oneself fairly and honestly to determine shortfalls and strengths to improve self

This process can be a win-win! It is no secret that our participants are busy. Innovations like incorporating a self-reflective element to an evaluation for CE events for AMA PRA Category 1 Credit™ can be a bonus when time is limited. At the same time, this provides an example of how our organization meets the stringent criteria to achieve Accreditation with Commendation. Carilion Clinic's CME Program holds this prestigious distinction awarded by the Accreditation Council for Continuing Medical Education, which recognizes organizations that excel as Continuing Medical Education Providers in the U.S.

The CME Office is always available to help and guide you through the CME process for approval of AMA PRA Category 1 Credit™. Please feel free to contact us for guidance on how to incorporate this or other innovative CME approaches into your next event!

- Linda Wells, CHCP (Manager, Continuing Medical Education)

**"A wise person will make more opportunities than they find."**

- Francis Bacon

## Dean's Corner

*Last year, the Dean's Corner focused on the principles of Health Systems Science. The focus for the remainder of this year will be Diversity, Equity, and Inclusion and will be authored by Azziza 'Kemi' Bankole, MBBS, Carilion Clinic psychiatrist and VTCSOM associate professor of psychiatry and behavioral medicine and chief diversity officer. Dr. Bankole devotes this month to issues surrounding ageism.*

### Upcoming DEI Events

**Highlighted Event:** Microaggressions and Microinterventions: A Presentation/Workshop/Dialogue with Dr. Derald Wing Sue

Dr. Derald Wing Sue will be speaking virtually to the VT community on Thursday, June 17th at 10 AM EST. Dr. Sue is renowned for his work on microaggressions and microinterventions (See: <https://www.apa.org/pi/oema/resources/ethnicity-health/asian-american/microaggressions-asians.pdf>).

Register in advance for this webinar:

[https://virginiatech.zoom.us/webinar/register/WN\\_euMj1KlwTryXm78jC1muNw](https://virginiatech.zoom.us/webinar/register/WN_euMj1KlwTryXm78jC1muNw)

All events are continuously updated on the DEI calendar which can be found on the VTCSOM website: <https://medicine.vtc.vt.edu/diversity>.

### "Where are you from?"

For many, this is a vexing question, and for me it is a variant of the "Who are your people?" question. Both are questions seeking responses about identity. They can be seen as superficial and often come with the objective of categorizing someone into a particular group. One's identity is the sum of what makes us different from or similar to others.

The adolescent years are important in developing one's conscious sense of self i.e., ego identity. Going back to Erik Erikson's Stages of Psychosocial Development, it is noted that from about 13-21 years of age (Identity vs. Role Confusion), "*youth are now primarily concerned with what they appear to be in the eyes of others as compared to what they feel they are, and with the question of how to connect the roles and skills cultivated earlier with occupational prototypes of the day*" (Childhood and Society 1950).

Our sense of self is shaped by a myriad of things, both internal and external. The extent that these forces play in shaping our identities is affected by the culture around us. Cultures can emphasize the internal over the external and vice versa. The inclination to push back on external factors is evident from a very young age as anyone who has called a child by the wrong name can attest to. A pushback against internal factors can be seen in many cultural milestones and expectations in different societies.

Identity is not static and can change and evolve over time as we absorb new information and go through new life experiences. It is built on our past and current experiences as well as our future expectations. It may be that the more discerning question is "Who are you?"

Think about that for a while. "What makes you, you?" Is it your name, age, job, nationality, gender or gender expression, sexuality, religious or spiritual practices, or interests? It is a more complex question than one would think at first glance. The development of our sense of self that ramps up during adolescence benefits from an environment of encouragement and from the support of people important to us. This environment of support and encouragement remains integral throughout life.

Mismatches between one's self-identity and culture can hinder a healthy resolution to this stage of growth i.e., role confusion. One's personal identity is important. How a person sees themselves as separate from others has a significant impact on not only how they live their life but also whether they feel like that life is worth living at all.

As someone who grew up with many people who had both the same first and last names as I did, my name did not play a central role in my identity because it was never just mine. However, its role has changed over time especially now that it is has become more unique to who I am. Our identity is not static, and it evolves over time. It should be our intent as a community to provide the needed structures, environment, and support for all to achieve and maintain a healthy sense of self. Doing otherwise could literally cost lives.

- Azziza 'Kemi' Bankole, M.B.B.S. (Chief Diversity Officer)

#### Office of Continuing Professional Development (OCPD)

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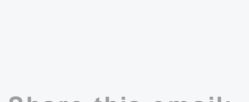
#### Continuing Medical Education

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