

Resource Stewardship: Why and How?

November 19, 2015, 89 Chestnut Street

Goal:

To develop a cadre of faculty and residents who are able to deliver resource stewardship training to peers and learners in their local setting.

Time	Agenda
12:00 – 12:45 PM	LUNCH
12:45 – 1:15 PM	Opening Remarks Glen Bandiera, Associate Dean, PGME Fundamentals of Resource Stewardship for Educators: Brian Wong, Director, Continuing Education and Quality Improvement, Department of Medicine
1:15 – 2:05 PM	Breakout #1
2:10 – 3:00 PM	Breakout #2
3:00 – 3:20 PM	BREAK
3:20 – 4:15 PM	Keynote Address - Wendy Levinson, Chair, Choosing Wisely Canada
4:15 – 4:30 PM	Wrap up and Evaluations

Breakout Options: Each breakout session is offered twice, such that participants will choose to attend 2 of the 4 breakout sessions based on their interest.

Breakout #1: Use of Interactive Didactic Lecture to Teach Resource Stewardship

Leads: Ben Fine (Diagnostic Imaging), Julie Maggi (Psychiatry), Jerome Leis (Medicine)

Breakout #2: One Minute Preceptor: Informal Teaching in the Clinical Setting

Leads: Amol Verma (Medicine), Danny Panisko (Medicine)

Breakout #3: Using Data to Encourage Reflection on Personal/Institutional Resource Use

Leads: Rory McQuillan (Medicine), Chris Hillis (Medicine), Tim Jackson (Surgery)

Breakout #4: Experiential Stewardship Projects

Leads: Fok-Han Leung (Family Medicine), Brian Wong (Medicine)

To register please contact Lisa Bevacqua at lisa.bevacqua@utoronto.ca

**Faculty and Senior Resident Development Workshop, November 19, 2015.
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Teaching Matrix – Pairing of Resource Stewardship Content with Potential Pedagogical Approaches

	Didactic (interactive) lecture	One-minute preceptor (clinical teaching)	Use of data to reflect on personal/ institutional resource use	Stewardship projects	Case-based learning	Role play/Video debrief
Enacts professional obligation to <i>promote</i> and deliver high value care	++++				++	
Integrates the concepts of pre-test probability and test performance characteristics with history and physical exam to minimize need for further diagnostic testing.	++	++++			++	
Communicates effectively to facilitate shared decision making to engage patients in evidence-based, safe care	++				++	++++
Advocates within and beyond their practice setting for the delivery of high value care.	++		++	++++	++	

Source: Teaching Matrix – Pairing of Resource Stewardship Content with Potential Pedagogical Approaches. Postgraduate Medical Education Resource Stewardship Committee, 2015

To register please contact Lisa Bevacqua at lisa.bevacqua@utoronto.ca