



## APCCMPD and CHEST Clinicians Educator Forum CHEST 2025

**Monday, October 20, 2025**  
**1:30 PM - 5:30 PM**

### **Session 1: Enhancing Faculty Clinical and Professional Feedback to Trainees Using Debriefing with Good Judgment** **1:30 - 2:30PM**

#### **Description:**

This interactive workshop will help faculty enhance their clinical and professional feedback to trainees using the *Debriefing with Good Judgment* framework. Attendees will explore how to provide critical feedback while maintaining positive relationships with trainees. The session begins with an introduction to the Frames-Action-Result model, explaining how internal frames influence behavior. Participants will then learn to differentiate between judgmental, non-judgmental, and Good Judgment approaches. Through videos, group exercises, and real-world scenarios, participants will practice applying this feedback model to common trainee challenges such as inefficient use of time, procedural complications, insufficient knowledge or clinical skills, poor clinical judgment, lack of patient or team ownership, inappropriate interactions with patients or providers, and documentation inadequacies. The session concludes with actionable takeaways and resources.

#### **Learning Objectives:**

Upon completion of this session, participants will be able to:

1. Explain the three elements comprising *Debriefing with Good Judgment*
2. Differentiate between Judgmental, Non-judgmental, and Good Judgment approaches to providing feedback
3. Apply the Good Judgment approach to providing trainees with feedback on common clinical and professional issues.

#### **Speakers:**

**Deepak Pradhan, MD, MHPE**  
NYU Grossman School of Medicine  
Deepak.Pradhan@nyulangone

**Brian Reuland, MD**  
NYU Grossman School of Medicine  
Brian.Reuland@nyulangone.org

### **Session 2: Faculty Development for Fellows: Curriculum Development for Teaching Non-clinical Skills** **3:15 - 4:15 PM**

#### **Description:**

This would be an interactive session to help attendees develop a professional development curriculum for their fellows. The 2023/24 APCCMPD fellow survey indicated that less than 25% of respondents felt "slightly or completely prepared" for job search skills (starting the job search process, contract negotiation, etc); billing and coding; malpractice insurance and managing litigation; and approach to career advancement/promotion. The survey further indicated that less than 20% of respondents had any formal / structured training in these areas (workshops, didactics, online references). This small group development session would use Kern's steps for take attendees from goals and objectives, through an implementation plan.

#### **Learning Objectives:**

Upon completion of this session, participants will be able to:

1. Develop specific learning goals for a professional development curriculum that teaches non-clinical skills using group collaboration.
2. Use the developed learning goals and apply knowledge of their own institution's resources to identify the most appropriate educational methods for this curriculum.
3. Describe how they will implement this curriculum according to their learner goals and educational methods.

#### **Speakers:**

**Jason E. Moore, MD, MS**  
University of Pittsburgh Medical Center (UPMC)  
moorje@ccm.upmc.edu

**Emily Olson, MD**  
Northwestern University Feinberg School of Medicine  
emily.olson@northwestern.edu

### **Session 3: How Novice Educators Become Experts** **4:30 - 5:30 PM**

#### **Description:**

This interactive workshop explores the transition from procedural novice to expert procedural teacher. Participants will engage with foundational theories, participate in hands-on activities to enhance teaching skills, and collaborate to design practical strategies for fostering expertise in procedural learners. Through reflection and group discussion, attendees will leave with actionable insights and best practices to elevate their approach to teaching procedures.

#### **Learning Objectives:**

Upon completion of this session, participants will be able to:

1. Summarize key concepts from literature surrounding procedural teaching.
2. Practice and evaluate skills using guided activities to enhance observation and procedural teaching.
3. Develop and share actionable teaching strategies for fostering procedural expertise.

#### **Speakers:**

**Ivana Krumm, MD**  
Harvard School of Medicine  
([ikrumm@mgh.harvard.edu](mailto:ikrumm@mgh.harvard.edu))

**Lekshmi Santhosh, MD**  
University of California, San Francisco([Lekshmi.Santhosh@ucsf.edu](mailto:Lekshmi.Santhosh@ucsf.edu))