



**Are you experiencing challenges
with teaching endoscopy?**

Program for Endoscopic Teachers

Thursday-Friday, January 16-17, 2025

**Venue: Somdech Phra Debaratana Medical Centre
Ramathibodi Hospital, Bangkok, Thailand**

**In collaboration with Thai Association for
Gastrointestinal Endoscopy (TAGE)**

Course co-directors: Douglas O. Faigel (USA)
Catharine Walsh (Canada)
Nonthalee Pausawasdi (Thailand)
Thawee Ratanachu-Ek (Thailand)
Chainarong Phalanusitthepha (Thailand)
Taya Kitiyakara (Thailand)

THEME: Training in Endoscopy: Feedback, Techniques and Methodologies
Use of Models in Training: Opportunities, Challenges, Limitations
Assessment of Competency

AGENDA

Day 1 - Thursday, January 16, 2025

08.00 - 10.00	Course preparation and rehearsal on-site		
9:30 - 10.00	Registration and coffee		
10.00 - 10.15	Welcome and Introductions		Doug Faigel Chainarong Phalanusitthepha
	Session I: Challenges in the Endoscopy Training Environment An interactive discussion with attendee to think through the challenges of identifying and optimizing effective trainers and trainees in endoscopy.		
10.15 - 11:00	A.	Who Should Teach Endoscopy and What makes a Good Teacher? <i>This interactive discussion will focus on the characteristics and demeanor, including interest, motivation, endoscopic expertise, commitment, time, job plan allocation and potential for different training roles of faculty, including 'certified' trainers, 'supervisors' and 'never trains or supervises'. Critical to be explicit about negative consequences of poor training and whether to exempt some from training especially if their performance is not at expert level.</i>	Faculty: Doug Faigel Nonthalee Pausawasdi Audience interactive discussion
11:00 - 11:30	B.	How Can Endoscopy Training Programs Optimize the Learning Environment? <i>This interactive discussion will focus on points including:</i> <ul style="list-style-type: none"> • Surgical style training (for surgery and endoscopy) vs. medical/GI training • Standardizing teaching and assessment • Incorporation of research and publishing for trainees 	Faculty: Rome Jutabha Thawee Ratanachu-Ek Audience interactive discussion

	Session II: Putting PET in an Education Framework		
11:30 - 12:30	Principles of Teaching Endoscopy and Giving Feedback <i>This session outlines a framework for structuring an endoscopy teaching session and providing effective and specific feedback that enhances performance.</i>		Moderator: Varocha Mahachai Faculty: Catharine Walsh
12:30 - 13:30	Lunch Break		
	Session III: The Scope of Endoscopy Training		
13:30 - 14:00	Who Should Be Trained in Endoscopy and To What Level? <i>This interactive discussion will focus on points including:</i> <ul style="list-style-type: none"> • Training requirements • Setting appropriate expectations • Managing the difficult trainee • Balancing patient safety and time pressures 		Faculty: Chris Khor Taya Kitiyakara Doug Faigel Audience interactive discussion
	Session IV: Small Group Learning Sessions		
	Groups of 10-12 participants will rotate through the following four interactive sessions on the following topics which will include diverse perspectives from domestic and international trainers (35 minutes each):		
	A. Local Issues in Endoscopy Training (Room A) <i>Discussion of local challenges and opportunities in endoscopy training, focusing on strategies to address regional needs and optimize educational outcome</i>		Faculty: Doug Faigel Chonlada Krutsri Tanyaporn Chantarojanasiri Nonthalee Pausawasdi
	B. Telemedicine and eLearning Practical Demonstration and Future Applications (Room B) <i>Practical demonstration of telemedicine and eLearning tools, exploring their current and future applications in enhancing endoscopy training and competency development.</i>		Faculty: Roy Soetikno Rome Jutabha Taya Kitiyakara
	C. Giving Effective Feedback (Room C) <i>Exploration of techniques for delivering feedback to enhancing performance, emphasising strategies to promote learning, growth and reflective practice.</i>		Faculty: Catharine Walsh Rapat Pittayanon
	D. Teaching Cognitive Skills (Room D) <i>Discussion of frameworks for trainee decision-making, strategies for teaching image interpretation, and available resources to effectively teach cognitive skills.</i>		Faculty: Chris Khor Parit Mekaroonkamol
14:00 - 14:35	A	Small Group Learning Session I	
14:35 - 15:05	B	Small Group Learning Session II	
15:05 - 15:25		Coffee Break	
15:25 - 15:45	C	Small Group Learning Session III	
15:45 - 16:15	D	Small Group Learning Session IV	
16:15 - 16:30		Review and adjourn	Faculty: Catharine Walsh Nonthalee Pausawasdi

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	Session V: The Science of Education	
08.30- 09.15	<p>The Science of Learning: Transforming Education through Evidence-Based Practices (online lecture and discussion)</p> <p><i>This session will delve into the science of education, highlighting evidence-based approaches to improve teaching and learning in science and medical education, with a focus on fostering deep understanding and critical thinking skills</i></p>	<p>Moderator: Rungsun Rerknimitr</p> <p>Faculty: Roy Soetikno</p>
	Session VI: Hands-on Simulator Training	
	<p>Groups of 6-8 participants will rotate through the following six hands-on simulation sessions on the following topics (25 minutes per station with 5 minutes to rotate between station):</p>	
	<p>Station 1: Teaching Using Precise Instructions and Team Coordination</p> <p>Station Goals:</p> <ul style="list-style-type: none"> Practice delivering clear, precise instructions to enhance teaching effectiveness. Demonstrate coordinated team training with nurses, emphasizing strong two-way communication to enhance teamwork for optimal patient care. <p>Equipment:</p> <ul style="list-style-type: none"> ERCP model Accessories: Wire, sphincterotome 	<p>Faculty: Doug Faigel Kannikar Laohavichitra Uayporn Kaosombatwattana</p>
	<p>Station 2: Task Deconstruction and Getting Out of a Jam</p> <p>Station Goals:</p> <ul style="list-style-type: none"> Develop the ability to deconstruct complex procedures into clear, step-by-step tasks. Enhance teaching skills by practicing the delivery of precise instructions for procedural guidance. <p>Equipment:</p> <ul style="list-style-type: none"> Gastric variceal models Accessories: Banding device, injection needles 	<p>Faculty: Taya Kitiyakara Catharine Walsh Parit Mekaroonkamol</p>
	<p>Station 3: What Not to Do – Teaching by Counter Example</p> <p>Station Goals:</p> <ul style="list-style-type: none"> Develop the ability to utilize counter examples to highlight common procedural errors, encourage critical thinking, and enhance understanding of key concepts. Learn strategies to maintain control of the teaching session, ensuring a productive learning environment while addressing challenges posed by disengaged or resistant learners. <p>Equipment:</p> <ul style="list-style-type: none"> Upper GI plastic or colon plastic model Accessories: Biopsy forceps, polypectomy snares, clips 	<p>Faculty: Chris Khor Patarapong Kamalaporn Rapat Pittayanon</p>
	<p>Station 4: Performance Enhancing Feedback</p> <p>Station Goals:</p> <ul style="list-style-type: none"> Enhance the ability to deliver clear, specific, and constructive feedback on performance, focusing on key manipulations and techniques. Learn strategies to teaching basic manipulations, including the use of standard terminology for precise tip control, delivering dynamic feedback and fostering learner reflection. <p>Equipment:</p> <ul style="list-style-type: none"> Colon plastic model Accessories: Biopsy forceps, polypectomy snares 	<p>Faculty: Rome Jutabha Thawee Ratanachu-Ek Chonlada Krutsri</p>

	Station 5: Teaching Basic Manipulations, Tip Control, and Hand-Eye Coordination in Endoscopy Station Goals: <ul style="list-style-type: none"> • Learn to effectively use various simulation models to teach basic manipulations, tip control, and hand-eye coordination, ensuring that the models support realistic and dynamic practice scenarios Equipment: <ul style="list-style-type: none"> • Tip control and cold snare models • Accessories: Cold snares 		Faculty: Roy Soetikno Tanyaporn Chantarojanasiri Issaree Laopeamthong
09.15 - 9:45	A	Simulation-based Learning Session I	
09.45 - 10.15	B	Simulation-based Learning Session II	
10.15- 10:45	C	Simulation-based Learning Session III	
10:45- 11:00	Break		
11.00 - 11:30	D	Simulation-based Learning Session IV	
11.30 - 12:00	E	Simulation-based Learning Session V	
12:00 - 12:45	Lunch Break		
	Session VII: Case-Based Teaching Vignettes and Critiques		
12:45 - 14:00	Participants will view 2-3 video-recorded endoscopy cases and discuss the teacher-learner interactions. Participants will self-assess the educational experience, followed by audience comment and a critique discussion. Two vignettes are planned: EGD and colon featuring brief pre-case discussion between teacher and learner and observation of the room interaction, and the endoscopic view will be presented in short unedited segments each followed by audience discussion and expert commentary.		Faculty: Doug Faigel Nonthalee Pausawasdi
14:50 - 15:15	Coffee break		Break
	Session VIII: Trainee Assessment and Competency		
14:00 - 14:50	A	Endoscopy Training: Approaches to Trainee Assessment and Competency Development (lecture and discussion) This session will highlight the importance of measuring endoscopic performance during training, discussing best practices for integrating assessment and feedback into the learning process. It will also review current competency assessment tools and identify opportunities for enhancing assessment and feedback practices in endoscopy training	Faculty: Catharine Walsh
	Session IX: Program Feedback and Plans for Going Forward		
15:15-15:45	Interactive Feedback Discussion This session will review the following: <ul style="list-style-type: none"> • What Did We Learn <ul style="list-style-type: none"> ◦ Key take-home messages from the breakout sessions? ◦ How might simulators be integrated into the training process? • PET Program Feedback Questions <ul style="list-style-type: none"> ◦ What topics were most useful? ◦ What important topics were not covered or given enough time? • What Will We Attendees Try to Do Differently in Their Programs Moving Forward • Sharing of learnings from prior PET course 		Faculty: Catharine Walsh Taya Kitiyakara
15:45	Closing and adjourn		Faculty: Catharine Walsh Nonthalee Pausawasdi

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FACULTY NOTES – SIMULATION STATIONS

HANDS-ON SIMULATION-BASED SESSIONS (6 BREAK OUT STATIONS)	
25 in each with 5 minutes to move between stations	
1. TEACHING USING PRECISE INSTRUCTION AND TEAM COORDINATION <ul style="list-style-type: none"> EQUIPMENT <ul style="list-style-type: none"> ERCP model (Boston) Accessories: Wire, sphincterotome GOALS <ul style="list-style-type: none"> Practice delivering clear, precise instructions to enhance teaching effectiveness. Demonstrate coordinated team training with nurses, emphasizing strong two-way communication to enhance teamwork for optimal patient care HANDS-ON EXERCISES <ul style="list-style-type: none"> Teach an Untrained Peer ERCP: Have participants teach a peer who has never performed an ERCP, using clear, step-by-step instructions to ensure understanding of the procedure, while emphasizing the importance of effective communication and teamwork. Blindfolded ERCP Teaching Exercise: Conduct a blindfolded ERCP exercise, where participants must rely solely on precise verbal instructions and effective team coordination to guide their peer through the procedure. 	Faculty: Doug Faigel Kannikar Laohavichitra Uayporn Kaosombatwattana
2. TASK DECONSTRUCTION AND GETTING OUT OF A JAM <ul style="list-style-type: none"> EQUIPMENT <ul style="list-style-type: none"> Gastric variceal models Accessories: Banding device, injection needles Easel (paper pad or white board) and markers GOALS <ul style="list-style-type: none"> Develop the ability to deconstruct complex procedures into clear, step-by-step tasks. Enhance teaching skills by practicing the delivery of precise instructions for procedural guidance. HANDS-ON EXERCISES <ul style="list-style-type: none"> Write Out Steps of Variceal Injection: Ask participants to reflect on the process of variceal injection and, as a group, write out the specific steps required to perform the procedure, highlighting key details. Teach Variceal Injection or Banding: Have participants guide a peer through the variceal injection or banding procedure, providing step-by-step instructions and emphasizing precise instructions. 	Faculty: Taya Kitiyakara Catharine Walsh Tanyaporn Chantarojanasiri
3. WHAT NOT TO DO – TEACHING BY COUNTER EXAMPLE <ul style="list-style-type: none"> EQUIPMENT <ol style="list-style-type: none"> Upper GI plastic model or colon plastic model Accessories: Biopsy forceps, polypectomy snares, clips GOALS <ul style="list-style-type: none"> Develop the ability to utilize counter examples to highlight common procedural errors, encourage critical thinking, and enhance understanding of key concepts. Learn strategies to maintain control of the teaching session, ensuring a productive learning environment while addressing challenges posed by disengaged or resistant learners. HANDS-ON EXERCISES <ul style="list-style-type: none"> Teach with Embedded errors: Have participants teach a faculty member to perform endoscopy with intentionally embedded errors (e.g. improper setup of cautery, premature polyp snaring, poor communication) to highlight procedural errors and 	Faculty: Chris Khor Patarapong Kamalaporn Rapat Pittayanon

<p>demonstrate how these can be leveraged to foster critical thinking and deepen understanding of key concepts.</p> <ul style="list-style-type: none"> ○ Teach Difficult Learner: Have participants teach a faculty member portraying a difficult learner. Discuss importance of setting ground rules ahead of the procedure, maintaining control of session, and making decisions about when to take over the endoscope: <div data-bbox="354 322 987 667"> <p style="text-align: center;">Take-Over</p> <ol style="list-style-type: none"> 1. Do you know the problem 2. Do you know the solution 3. Can you explain the solution 4. Do they understand your instruction 5. Did the trainee carry out instructions as intended 6. Are they capable <p style="text-align: center;">  </p> <p style="text-align: center;">  Take-over if answer "No" </p> </div>	
<p>4. PERFORMANCE ENHANCING FEEDBACK</p> <ul style="list-style-type: none"> • EQUIPMENT <ul style="list-style-type: none"> iii. Colon plastic model iv. Accessories: Biopsy forceps, polypectomy snares • GOALS <ul style="list-style-type: none"> ○ Enhance the ability to deliver clear, specific, and constructive feedback on performance, focusing on key manipulations and techniques. ○ Learn strategies to teaching basic manipulations, including the use of standard terminology for precise tip control, delivering dynamic feedback and fostering learner reflection. • HANDS-ON EXERCISES <ul style="list-style-type: none"> ○ Guide a Peer Through the Colon: Have participants direct a peer through the colon using only verbal instructions while the monitor is turned away from the endoscopist. ○ Provide Feedback on Teaching Skills: Have participants give feedback to their peers on the teaching skills they observed while the peer was teaching a colleague on the simulator. 	<p>Faculty: Rome Jutabha Thawee Ratanachu- Ek Chonlada Krutski</p>
<p>5. TEACHING BASIC MANIPULATIONS, TIP CONTROL, AND HAND-EYE COORDINATION IN ENDOSCOPY</p> <ul style="list-style-type: none"> • EQUIPMENT <ul style="list-style-type: none"> v. Roy's tip control and cold snare models vi. Accessories: Cold snares vii. Easel (paper pad or white board) and markers • GOALS <ul style="list-style-type: none"> ○ Learn to effectively use various simulation models to teach basic manipulations, tip control, and hand-eye coordination, ensuring that the models support realistic and dynamic practice scenarios • HANDS-ON EXERCISES <ul style="list-style-type: none"> ○ Tip Control: Practice teaching proper endoscope handling and tip control and discuss potential related mastery standards ○ Deliberate Practice with Directed Feedback: Have participants guide a peer through a series of increasingly difficult tasks designed to break down the skill of cold snare polypectomy, setting clear goals for each task and providing immediate, focused, feedback. 	<p>Faculty: Roy Soetikno Parit Mekaroonkamol Issaree Laopeamthong</p>