

Paul L. Foster School of Medicine



Gayle Greve Hunt School of Nursing



Graduate School of Biomedical Sciences



Woody L. Hunt School of Dental Medicine



2020/2021

**Institutional Faculty
Development Program 19**



**UNIVERSITY MEDICAL CENTER
OF EL PASO**



**TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO**

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1.0 Institutional Faculty Development Program (IFDP) 19

The IFDP is a comprehensive course that extends over nine months. It is offered once a year and accommodates faculty members from the Paul L. Foster School of Medicine, Gayle Greve Hunt School of Nursing, Graduate School of Biomedical Sciences, Woody L. Hunt School of Dental Medicine, clinical faculty members of affiliated institutions and community faculty. The IFDP is designed to help junior and mid-level faculty members understand the full range of academic responsibilities, enhance their teaching and assessment skills, develop the skills of scholarship, understand the steps of academic advancement and establish a network of colleagues.

To allow flexibility and customization, and honor social distancing recommendations in the post-COVID-19 world, the IFDP was transitioned to an online format. The IFDP eLearning curriculum consists of four domains: teaching, scholarship/research, clinical skills/simulation (for clinical faculty), and leadership development. Synchronous sessions will be organized according to the timeline illustrated in Figure 1. IFDP participants will be required to participate in webinars, teleconferences actively, and, if permitted, in-person participation in individual and small group exercises. All of the eLearning activities are open to the general faculty via self-enrollment, and many of them will provide CME and CNE credit. Faculty engaged in the IFDP 19 will be required to create and present one oral presentation via teleconference, create and upload one online learning presentation, and complete one research or scholarship project proposal.

Before enrollment in the IFDP, participants will be asked to provide a CV, complete a faculty development questionnaire and meet via WebEx Meeting with the Office of Faculty Development (OFD) leadership to discuss their accomplishments and determine their short and long-term career goals. This information will help to understand the specific needs of each participant and customize his/her faculty development curriculum. The participant will be introduced to the IFDP structure and expectations. Our faculty development program is redesigned to include the most relevant topics in medical, nursing, dental, and biomedical science education, based on the valuable feedback, needs assessment, and knowledge gap analysis of the previous participants and facilitators. The OFD leadership will assist the participant in choosing appropriate sessions and drafting their customized professional development plan. When necessary, teleconferences will be replaced with individual and small group face-to-face activities consisting of seminars, conferences, workshops, role-playing exercises, and simulation-based activities.

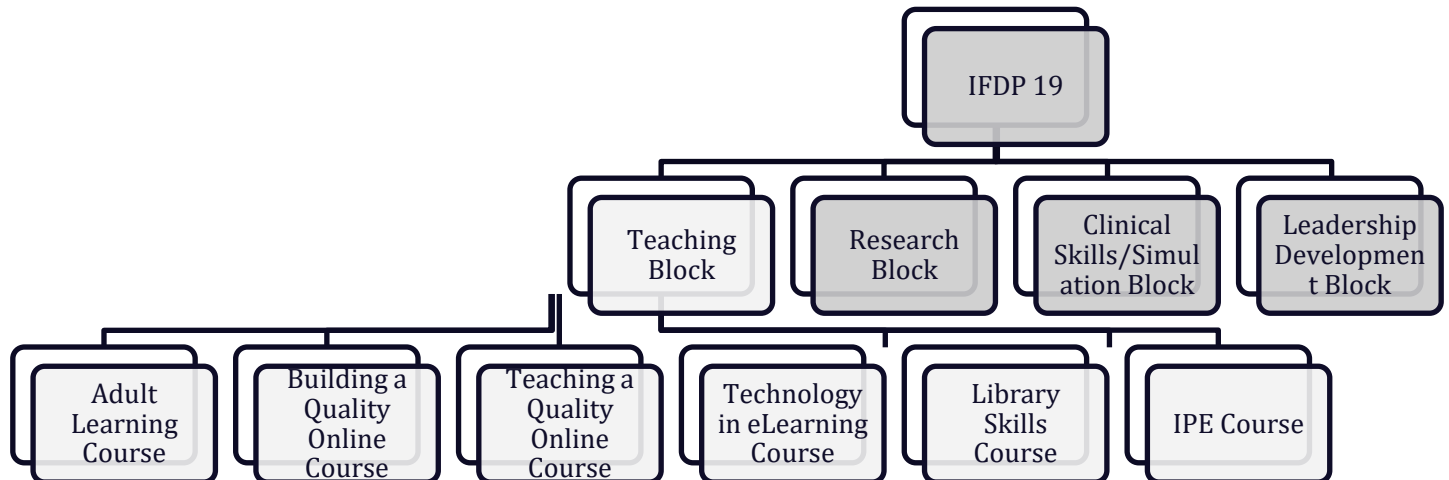
1.1. IFDP 19 Goals

The goals of our comprehensive faculty development program are to allow faculty to enhance their teaching and assessment skills, maintain competence in their discipline/specialty, achieve career advancement and professional satisfaction, engage in research and scholarship projects, develop leadership skills and participate in academically related public service. The OFD also aims to advance the faculty development participants and TTUHSC El Paso faculty at large in the creation of online educational materials, organizing and coordinating courses within their specialty/discipline for different levels of learners.

1.2. Institutional Faculty Development Program 19 at a Glance (October 2020 – June 2021)



Teaching Block Courses



1.2.1. Teaching Block

1.2.1.1. Adult Learning and Teaching Course

- **Module #1: Introduction to Adult Learning and Teaching**
 - Learning theories and styles
 - Categories of learning (knowledge, skill, attitude)
 - Alignment and misalignment

- **Module #2: The Educational Cycle**
 - Introduction/Needs assessment
 - Learning objectives
 - Instructional methods
 - Learner assessment
 - Effective feedback

- **Module #3: Learning Formats**
 - Large group learning and teaching
 - Small group facilitation
 - Team Based Learning (TBL)
 - Clinical skills teaching (link to Clinical Skills/Simulation Block)
 - Clinical and bedside teaching

- **Appendices**
 - A blueprint for developing teaching into scholarship
 - A blueprint for developing curriculum into scholarship
 - A blueprint for developing learner assessment into scholarship

1.2.1.2. Building a Quality Online Course

- **Module #1: The Analysis Phase**
 - Teaching and learning styles
 - Learner and context analysis

- **Module #2: The Design Phase**
 - Writing measurable objectives
 - Content sequencing
 - Aligning the pieces
 - Completing the blueprint

- **Module #3: The Development Phase**
 - Making your course accessible
 - Planning the educational workflow
 - The syllabus

- **Module #4: The Evaluation Phase**

- Overview and information
- Technology and tools
- Design and layout
- Content and activities
- Interaction
- Assessment and feedback

1.2.1.3. Teaching a Quality Online Course

- **Module #1: Preparing Students for Online Learning**

- Problems that Students Typically Encounter
- Instructor Presence in the Online Classroom
- Interaction in the Online Classroom
- Best Practices in Online Teaching

- **Module #2: Classroom Management and Facilitation**

- Record Keeping and File Management
- Managing Communication
- Encouraging Participation and Managing Your Workload
- Student-Centered Discussions

- **Module #3: Special Issues**

- Privacy and FERPA
- Managing Challenging Students
- Be a Better Online Teacher

1.2.1.4. Technology in eLearning Course

- **Module #1: Teaching and Learning at a Distance**

- From “onsite” to “online” content delivery
- Synchronous vs Asynchronous
- Always a Student-Centered Approach
- Research-Based Best Teaching Practices

- **Module #2: Getting Started – The Basics**

- Canvas Overview Video
- Quick Start and Navigation
- Published vs. Unpublished
- The Rich Content Editor
- Student View
- People in Canvas

- **Module # 3: Course Organization and Management Tools**

- Syllabus
- Calendar
- Files, Folders, Pages and Modules at a Glance

- Files and Folders
 - Pages
 - Modules
- Setting Course Navigation for Students
- **Module #4: Communication with Students**
 - Establishing a Strong Remote Teaching Presence
 - Communication Tools At a Glance
 - Announcements Video
 - Chats Video
 - Discussions Video
- **Module #5: Student Activities and Collecting Work**
 - Best Practices in Planning Activities
 - Canvas Activities vs. Canvas Assignments
 - Assignments, Discussions, Groups and Collaborations At a Glance
 - Adobe Audition (Editing Audio and Recording)
 - Discussions
 - Discussion Forums
 - Discussions: Try it out!
 - Groups and Collaborations
- **Module #6: Lectures and Presentations**
 - Live Remote Sessions: Instructional Recommendations
 - Cisco WebEx Videoconferencing tools
 - Zoom Videoconferencing tool
 - Pre-Record Your Lectures and Presentations
 - eLearning Authoring tools
 - eLearning Authoring Tools – DEMO
 - Rise 360
 - Microsoft PowerPoint – Record Slide Show
 - Kaltura Video with Quiz
 - Poll-Everywhere-online-student-engagement-ebook.pdf
- **Module #7: Assessing Student Work**
 - Turnitin – Similarity, Spelling and Grammar Checks
 - Quizzes / Exams
 - Gradebook
 - Grading Schemes
 - SpeedGrader
- **Module #8: Course Design Rubric, Evaluation and Analytics**
 - Course Evaluation Basics
 - Course Standards Checklist/Rubric

- OSCQR 3rd Edition TTU eLearning.docx
- Course Design Guidelines for Increased Accessibility
 - General Accessibility Guidelines
- Regarding Materials Copyright
 - Guides for Images Copyright from our librarian
 - General Copyright Guide from our Librarian
- Course Analytics
 - New Analytics – Real time report

1.2.1.5. Library Skills Course

- **Module #1: Resources for Online Learning and Teaching**
 - About the library
 - eBooks
 - eJournals
- **Module #2: EndNote for Literature Citation Management**
 - How to create an EndNote account and use EndNote Online?
 - How to collect references in EndNote Online?
 - How to organize references in EndNote Online?
 - Use of Cite While You Write plugin in MS Word
- **Module #3: Library Resources for Evidence-Based Practice (EBP)**
 - Definition of Evidence-Based Practice (EBP)
 - Importance of EBP
 - EBM strategy using PICO and PICOTT to answer clinical questions
- **Module #4: Bibliometrics and Identifying Predatory Publishers**
- **Module #5: Copyright**
 - Module #5a:**
 - Copyright permissions
 - Purpose, character of use and nature of copyright work
 - Module #5b:**
 - Fair use
 - Fair use factors and digital resources
- **Module #6: Predatory Journals**

1.2.1.6. Inter-Professional Education (IPE) Course

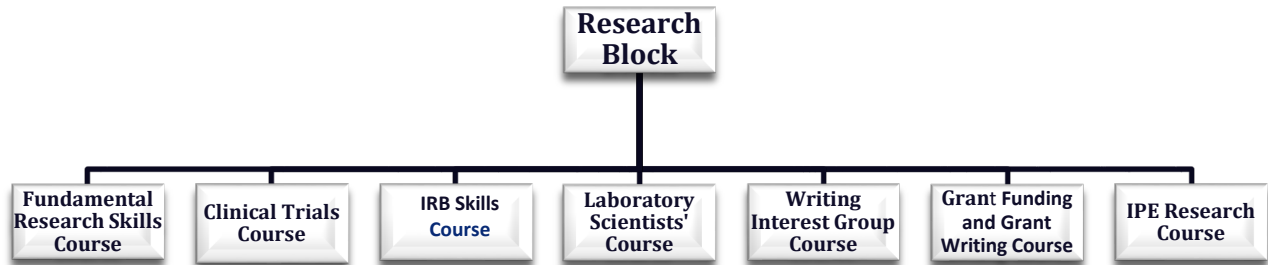
- **Module #1: Curriculum and Education Models in Inter-Professional Health Sciences Education**
 - Introduction

- Curriculum Inter-Professional Models and Design
- **Module #2: IPE: Foundations and Landmark Reports**
 - IPE and interprofessional collaboration principles
 - Competencies for practice as defined by The Interprofessional Education Collaborative (IPEC)
- **Module #3: Theoretical Frameworks and Taxonomies in IPE**
 - The best-practice frameworks and taxonomies in IPE
- **Module #4: IPE Readiness**
 - How to assess the need for IPE, and determine the steps to develop, coordinate and sustain the IPE program at a health sciences university
- **Module #5: Simulation in Healthcare: Modalities and IPE Integration**
 - Basic concepts of Clinical Simulation
 - Curriculum Development in Clinical Simulation
 - TeamSTEPPS and Team Training of Inter-professional Students
 - IPE Standardized Patient Scenario Development to High Fidelity Simulation Based Training
 - OSCE

IFDP 19 Participants' Teleconference Presentation - required

IFDP Participants' Online Learning Presentation - required

1.2.2. Research Block



1.2.2.1. Fundamental Research Skills Course

- **Module #1: Epidemiology and Biostatistics Module**

- Define a proportion
- Define and contrast incidence proportion (risk) with incidence rate
- List the most common epidemiologic study designs, and their strengths and limitations
- Calculate and interpret common measures of association such as the odds ratio, risk ratio, and the rate ratio
- Distinguish between random error and systematic error
- Appreciate that chance, bias, and/or confounding, rather than truth, can be the explanation of a study result
- Use p values and confidence intervals to determine if a result is statistically significant
- Perform a stratified analysis; that is, use stratification to control for a confounder
- Define effect-measure modification (known as effect modification or interaction to some scientists).
- Interpret parameter estimates from linear regression and logistic regression models

- **Module #2: Social Science Research Module**

- List at least three types of validity
- Identify at least two types of interviews
- Describe the advantages of key informant interviews
- List three advantages of repeated-measures analysis of variance

- Recommend a modern method for the analysis of repeated measures data when the desire is to estimate population-averaged effects
- Recommend a modern method for the analysis of repeated measures data when the desire is to estimate subject-specific effects

1.2.2.2. Clinical Trials Course

- **Module #1: Pre-study concepts**

- Investigational Product development; Good Clinical Practice Guidelines
- The FDA and Investigational New Drug (IND) and Investigational Device Exemption (IDE) process
- Responsibilities of the Principal Investigator; building a clinical research team
- Sponsor and contract research organization (CRO): site qualification, selection and monitoring visits
- Confidential disclosure agreement (CDA) and clinical trial agreement (CTA); budget negotiation

- **Module #2: Study related documents**

- Obligatory trainings and certificates
- Elements of clinical study protocol; other relevant document e.g. investigator's brochure (IB)
- Statistical analyses and importance of establishing a sample size
- Institutional Review Boards: TTUHSC El Paso and UMC of El Paso approvals
- Safety issues: definitions and reporting requirements for drugs and devices (adverse event [AE] vs. serious adverse event [SAE], anticipated, non-anticipated events)
- Data and Safety Monitoring Board (DSMB) concept and its value in randomized controlled trails
- Accountability of the IP (Investigational Product = study drug/device)

- **Module #3: Conduct of Clinical Trials**

- Regulatory compliance and quality assurance: site initiation visit (SIV), monitoring visits, site evaluation visit (SEV), study closeout visit
- The consent process of human subject: consent form and HIPAA
- Recruitment and retention of study subjects
- Case report forms (CRF), source documents, results, reports, signatures, corrections
- Audits and inspections
- Relationship between a patient and a research team
- Publication of randomized controlled trial (RCT) results

1.2.2.3. Laboratory Scientists' Course

- **Module #1: Laboratory Scientists' Module**

- Staying focused; Published and grant tips for junior investigators
- Recruiting and leading laboratory staff; Choosing and keeping new lab members; Dealing with a group
- You as a leader; Using your time wisely; Organizing the lab to support the research
- Collaborating with clinicians and public health scientists

1.2.2.4. Writing Interest Group Course

- **Module #1: Preparation for writing**
 - Scheduling writing time; Determining deadlines and timeline of the publication; Searching the literature; Identifying internal mentor/reviewer; Defining authorship and communicating authorship arrangements; Writing checklists
 - Crafting your introduction
 - Materials and methods section
 - Writing a balanced discussion section
 - Summarizing your results; Graphs and tables
 - Drafting an abstract for your paper; Citing references
 - Final revision, creating author account, cover letter, author forms/transfer of copyright, and submission
 - Dealing with the comments from the reviewers and re-submitting

1.2.2.5. Grant Funding and Grant Writing Course

The Office of the Vice President for Research has purchased access to the following online courses. Please follow this link to view these courses:

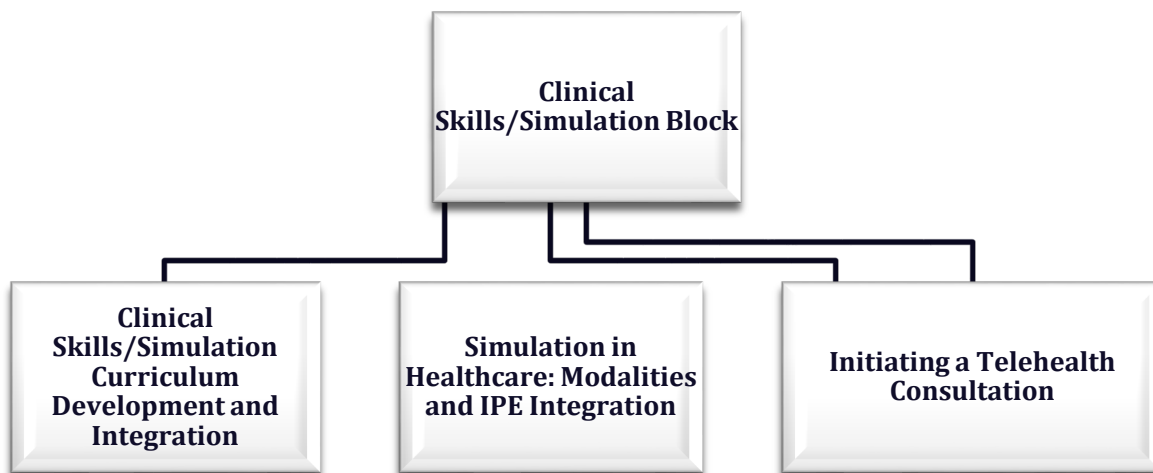
(insert link) Contact hours: 22

| Title | Time (hours) |
|--|---------------------|
| PART 1 of 2 – SBIR-STTR Phase I Grants – Get Your Project the Funding it Needs | 1:03 |
| PART 1 of 2 – SBIR-STTR Phase II Grants – Improve Your Funding Opportunities | 1:07 |
| Approach Section (NIH) – Strengthen Your Grant Approval Odds | 1:04 |
| Budget Writing Tactics to Improve Your Grant Funding | 1:04 |
| Communicate Your Research Vision More Successfully | 1:00 |
| Communication – Improve Your Relationship with Grant Program Officers | 0:43 |
| Data Management Plan – What NIH Reviewers Want to See | 1:03 |
| Foundation and Private Funding -3 Key Strategies Every PI Should Know | 0:55 |
| Foundation and Funding – Strategies to Get a Piece of this Billion Dollar Pie | 1:03 |
| Foundation-Private Funding – Top Ten Expert Tips | 0:58 |
| Funding Channels – Successfully Tapping NEW Sources of Research Funding | 0:59 |

| | |
|---|----------------|
| Hiring a Grant Writer – When, How and Why | 0:53 |
| K Grant Funding (NIH) – Get Funded Easier and Faster | 1:30 |
| R01 Grant – How to Write a Persuasive Proposal | 1:30 |
| R01 Transition from an Early Investigator Award | 1:02 |
| Specific Aims and Narrative Sections – Grab NIH Reviewers Attention – Get Your Grant Funded | 1:27 |
| Specific Aims and Project Narrative Report | PDF (67 pages) |
| Storytelling to Inspire Funders – Describing Your Research in a Whole New Way | 0:59 |
| Tableau-Data Visualization for Research Funding Success | 1:01 |
| Writing Excellent Grant Proposals | 1:23 |
| Writing for Scientists and Clinicians – The Basics and Beyond | 1:31 |

1.2.2.6. Selecting evidence-based tools for the evaluation of learner and program outcomes in IPE

1.2.3. Clinical Skills/Simulation Block



1.2.3.1 Clinical Skills/Simulation Curriculum Development and Integration

- **Module #1: Writing Learning Objectives for a Clinical Simulation Session**
 - Review objective formats
 - Write educational objectives that are appropriate for learner levels and curricular needs
 - Describe evaluation of the learner in individual and group setting
- **Module #2: Assessment and Feedback in a Clinical Simulation Session**
 - To be able to describe the concepts of assessment and feedback
 - To learn how to integrate assessment and feedback into a clinical simulation session
 - Having confidence in choosing and developing assessment and feedback tools
- **Module #3: Feedback, Debriefing and Guided Reflection in Healthcare Simulation**
 - Identify the distinct roles of debriefing, feedback, and guided reflection in the debriefing process
 - Understand the role of facilitator and educator in the simulation learning process
 - Differentiate the most common techniques used to organize debriefing sessions

- Apply techniques from debriefing best practice to engage learners in experiential learning
- Integrate educational tools during debriefing to allow a cohesive take-home message

- **Module #4: Standardized Patient (SP) Program (*Tentatively*)**

- Effective use of SPs
- How to create a skills assessment form
- How to create an evaluation form

- **Module #5: How to Design and Conduct Clinical Simulation Scenarios?**

- Classification of simulators: Types of clinical simulation equipment
- How to prepare for clinical simulation sessions

1.2.3.2. Simulation in healthcare: Modalities and IPE Integration

- **The IFDP participant may claim contact hours for participation in this module either under the Teaching Block or Clinical Skills/Simulation Block contact hours.**

1.2.3.3. Initiating a Telehealth Consultation

- **Module #1: Basics of Telemedicine, Telehealth, and Televisits**

- **Module #2: Initiating an Unscheduled Telehealth Consultation – Audio-Only Visits**

- Audio-Only Visits
- Technology
- Obtain Verbal Consent
- Documenting and Billing

- **Module #3: Files for your records**

- Ad hoc Virtual Visit Flowchart.pdf
- TTP Consent to Telemedicine English.pdf
- Virtual Visit Step-by-Step.pptx

- **Module #4: Initiating an Unscheduled Telehealth Consultation – Audio and Video Visits**

- Audio-Video (AV) Visits
- Technology (AV)
- Consenting (AV)
- Documenting and Billing (AV)
- Summary: Audio-Video (AV) Visits

- **Module #5: Files for Your Records**

- Ad hoc Virtual Visit Flowchart.pdf
- TTP Consent to Telemedicine English.pdf
- Virtual Visit Step-by-Step.pptx

- **Module #6: Coordinating Scheduled Virtual Visits**

- Scheduled Virtual Visits
- Telehealth designee
- Arriving a Virtual Visit Patient
- Billing Scheduled Visits

- **Module #7: WebEx Training**

- WebEx Training Inviting Patients to Personal Room
- Use WebEx from Web-browser from Home
 - WebEx Web-browser
- Keeping the Telemed Visit Private
- Automatic Lock Meeting
- Inviting a Translator to WebEx

- **Module #8: Virtual Visit Training for Centricity EMR**

- Virtual Visit Form Review
- Virtual Visit Step by Step
- Sending a Secure Message (2016)
- Sending a Secure Messages with Attachments in Centricity EMR
- Adding Forms to Any Update

- **Module #9: Virtual Visits Training for Cerner**

- Creating a Telemedicine Note in Cerner (for Cerner at Transmountain)
- Creating Audio-Texts or Smart Texts (for Cerner at Transmountain)
- Sending Patient Portal Messages to Patients (for Cerner at Transmountain)

- **Module #10: Telemedicine Etiquette**

- Telemedicine Relationship-Centered Communication Skills
- ACP Telemedicine Guidance

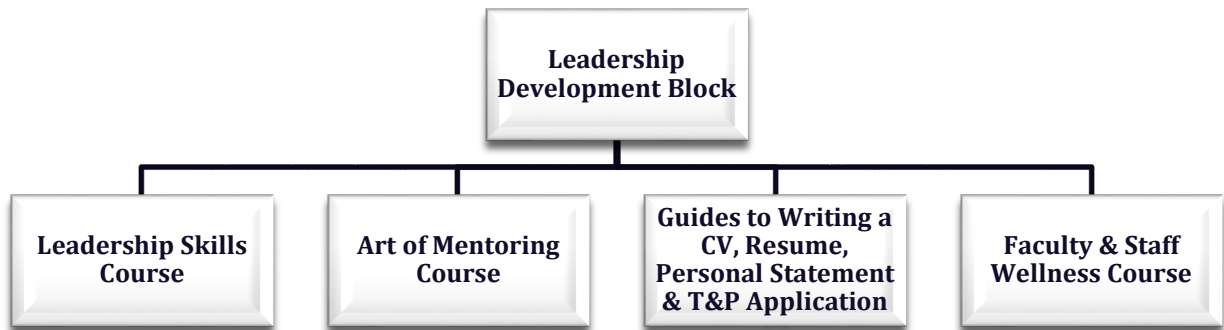
- **Module #11: Billing for Telemedicine Visits**

- Algorithm for Billings Telemedicine
- CMS Medicare Telemedicine Fact Sheet

- **Module #12: HIPPA and Telemedicine**

- HIPPA Enforcement Discretion Memo from the Office of Civil Rights (OCR)

1.2.1. Leadership Development Block



1.2.4.1. Leadership Development Skills Course

- **Module #1: Conflict Resolution and Negotiation**
- **Module #2: Teambuilding**
- **Module #3: Organizing and Running Successful Meetings**
- **Module#4: The Art of Mentoring**
 - Introduction to mentoring
 - Roles and responsibilities of a mentor and mentee
 - Building and managing mentoring relationship
 - Conducting an effective mentoring meeting
 - Closing and maintaining mentoring relationship
 - The importance of leadership and the differences in leadership in IPE and IPC
- **Module #5: Guides to Writing a CV, Resume, Personal Statement and T&P Application**
 - Curriculum vitae (CV)
 - NIH biosketch
 - Personal statement
 - Tenure and Promotion application
- **Module #6: IPE: Leadership Concepts and Applications**
 - The qualities and attributes of effective leaders in IPE and inter-professional teams
- **Module #7: Faculty and Staff Wellness**

-
- Know how to build a healthy workplace
 - Develop and apply wellness counselling skills
 - Promote institutional wellness

For each module or session in the course, participants will complete a Self-Check Quiz. They must score 80% on each quiz to successfully complete a module. The participants will have three attempts for each quiz. Upon completion of the quizzes, they will receive a respective number of IFDP course credits and/or CME/CNE credit hours.

Upon completion of the course or selected modules, the participants are encouraged to complete a brief 4-item survey to obtain feedback and useful information for improving our program.

1.3. IFDP 19 Expectations

1.3.1. Teleconference Oral Presentation

One of the objectives of IFDP is to help the participants become effective teachers and presenters. To facilitate the creation of an excellent lecture and the delivery of a memorable oral presentation, the OFD will be conducting a formal assessment of the participants' teleconference presentation skills (Appendix A).

- a. Each IFDP participant will have a total of 10 minutes (8 minutes for presentation, and 2 minutes for Q & A) for an oral teleconference presentation of his/her choice on a discipline/specialty-specific topic.
- b. The presentations should be prepared with the PowerPoint presentation (PPT) using a TTUHSC El Paso template.
- c. The PPT presentation must be e-mailed to Connie Rosales at least 48 hours prior to teleconference, who will ensure that the PPT is ready for the day of presentation (e-mail: connie.rosales@ttuhsc.edu).
- d. The teleconference presentation should consist of the following components:
 - Title page: presentation title, presenter's name, degree, affiliation, and institution
 - Two learning objectives
 - Introduction
 - Materials and methods (if applicable)
 - Results (if applicable)
 - Conclusions
 - Literature
- e. Teleconference presentation instructions:
 - Utilize the principles of adult learning and effective teaching
 - Apply techniques of effective oral/teleconference presentation
 - Use charts, graphics, and tables to clarify your information
 - Use technology to improve your presentation
- f. Demonstrate appropriate use of technology
- g. Each teleconference session will be proctored by faculty proctors, OFD lead analysts and current IFDP participants. Since this is a peer-review session, each of you will evaluate your colleagues using the same evaluation form. Please be candid and constructive.
- h. Your presentation will be recorded, and a recording of your teleconference presentation will be provided for your review. Feel free to share it with your supervisor and mentor.
- i. Please allow enough time for questions and answers and feedback on your presentation skills.

1.3.2. Online Learning Presentation

Another objective of the IFDP is to advance the participants' ability to create online educational material (Appendix B). To facilitate the preparation of an effective online presentation, based on the principles of active learning, the OFD lead analysts will provide technical support for the preparation and editing of the AV recordings and the creation of multiple-choice testing items.

- a. Each IFDP participant will create an online presentation via the Canvas Learning Management Platform provided by TTUHSC El Paso.
- b. The online presentation will cover a discipline/specialty-specific topic or simulation-based learning activity, different from the one for oral presentation.
- c. Online Learning Presentation Format:
 - Title page: presentation title, presenter's name, degree, affiliation, and institution
 - Two learning objectives
 - Create five (5) pretest items to assess the learners' knowledge before the content presentation. The author is required to provide correct answer options (refer to Appendix B, Instructions for Creation of Questions for additional information.)
 - Narrated PPT (a 5-10 minutes educational video using a predefined, institutional template to follow the pretest).
 - Conclusions/Summary of the content
 - Literature
 - The corresponding author's contact information (address, e-mail, and telephone)
 - Ten (10) post-test items: Note that five of the ten post-test items should be the same as in the pretest to assess learners' knowledge improvement. An 80 percent score must be achieved in the post-test to receive credit. Participants will have three attempts to pass the post-test.
 - Supporting learning material (e.g., a PDF summarizing the take-home messages, notes, recommended readings, links, and additional information.)
- d. Faculty working on their online presentation are required to schedule a meeting with the OFD lead analysts to discuss the content and timeline of their project. The Canvas Learning Management Platform provided by TTUHSC El Paso will host all of the online courses and will adhere to institutional policies and guidelines. Online courses will be revised every year to make sure that the content is relevant and up-to-date.
- e. The OFD encourages faculty to provide interactive and engaging online presentations aimed at adult learners. When creating online presentations, consider analyzing the needs of the learners, defining goals and SMART objectives (specific, measurable, achievable, realistic, and time-bound). Online material must have proper grammar, accurate references, and correct usage of TTUHSC El Paso logos. Implement, evaluate,

and reflect on the success of the course. Consider creating a survey to assess learners' satisfaction.

- f. The online contribution will be peer-reviewed by a senior educator and faculty discipline expert, and you will be provided with detailed feedback about the quality, effectiveness, and impact of the presented material (refer to Appendix B).

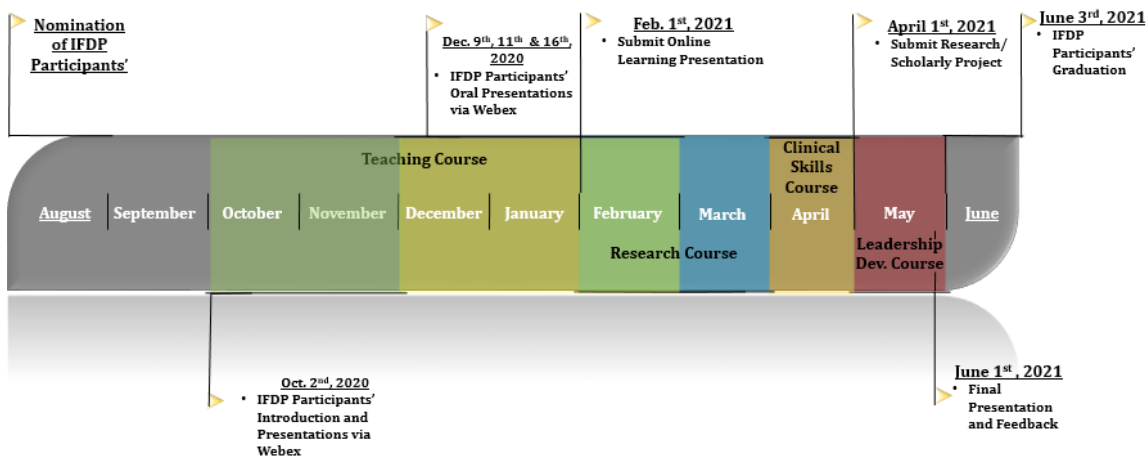
1.3.3. Research/Scholarly Project Proposal

The participants will be tasked to draft a proposal for research, scholarly, or interprofessional project. The research or scholarly project may consist of a research/scholarship protocol, background section, a section on the materials and methods, budget (when applicable), and the project timeline. The purpose of this expectation is to complete a research or scholarship project proposal that could be used for an IRB submission or grant application or as a proposal for a scholarship of discovery, integration, application, or teaching. For practicing clinicians, an interprofessional project is an alternative option in the creation of the quality improvement/patient safety (QI/PS) project. The research, scholarship, or IPE contributions will be peer-reviewed, and structured feedback will be provided.

Blueprints for creation of the research project are provided in Appendix C. Examples of a scholarship of discovery, integration, application, and teaching and scholarly project blueprints (AAMC tables) for developing teaching, curriculum development, leadership and administration, mentoring and advisement, and learner assessment into scholarship are presented in Appendix D. A scholarly project blueprint for developing QI/PS project into the scholarship is presented in Appendix E.

1.4. IFDP 19 Expectations Timeline

IFDP Assignments Timeline



1.4.1. Teleconference Oral Presentation

Teleconference presentations are scheduled for mid-December. Written feedback will be provided by February 1, 2021.

1.4.2. Online Learning Presentation

Each IFDP participant is expected to create one online learning presentation. This contribution is due by February 1, 2021. Feedback will be provided by April 1, 2021.

1.4.3. Research/Scholarly Project Proposal

Submission of research and scholarly projects is scheduled for April 1, 2021. Feedback on the research and scholarly projects will be provided by May 1, 2021.

1.4.4. Final Presentation and Feedback

Submission of final presentations is scheduled for June 1, 2021. Feedback on the research and scholarly projects will be provided by June 15, 2021.

1.5. IFDP 19 Graduation Requirements

1.5.1. Teaching Block Requirements

Participants must complete a minimum of twenty (20) hours of online training and/or participation in teleconferences in the Teaching Block. In addition to completion of the online material, participation in teleconferences, and, if appropriate, face-to-face activities, the participants are required to create and present one teleconference presentation, and complete and submit one online learning presentation (refer to Appendices A and B).

1.5.2. Research Block Requirements

Participants must complete a minimum of ten (10) hours of online training and/or participation in teleconferences of the Research Block. In addition to completion of the online material, participation in teleconferences, and, if appropriate, face-to-face activities, the participants are required to create and submit a research or scholarship project proposal (refer to Appendices C, D, and E).

1.5.3. Clinical Skills/Simulation Block Requirements (for Clinical Faculty)

Practicing clinicians participating in the IFDP must complete a minimum of five (5) hours of online training or in person activities in the Clinical Skills/Simulation Block. Clinical simulation online modules are listed in the table.

1.5.4. Leadership Block Requirements

Clinician IFDP participants must complete a minimum of five (5) hours of online training and/or teleconferences in the Leadership Block. Non-clinical faculty or those not engaged in the teaching in the clinical skills/simulation environment must complete a minimum of ten (10) hours of the Leadership Block.

2. Office of Faculty Development (OFD) Resources and Support

The OFD will support the creation of online courses and simulation modules with the assistance of faculty and lead analysts who are available on-site. This support includes:

1. Creation of interactive sessions, voice-over presentations, video interviews, and creation and recording of case vignettes.
2. Creation of the online learning sessions/modules/courses.
3. Presentation development.
4. Clinical simulation activity/presentation development.
5. Delivery and monitoring of educational program outcomes.
6. Learner assessments.
7. Troubleshooting.
8. Creation of tutorials for online and technology-assisted learning.
9. Data collection and analysis.

Note: Please allow enough time to plan and develop educational content. Before starting your project, schedule a meeting with the OFD to discuss the project's content and timeline.

2.1. Disclosure

This syllabus is intended to give the participant guidance in what is covered during the IFDP 19 and will be followed as closely as possible. However, the OFD reserves the right to modify, supplement and make changes as the program needs arise or change.

2.2. Contact Information

Office of Faculty Development

Medical Education Building –MSC 21007

5001 El Paso Drive

El Paso, TX 79905

Phone: 915-215-4380

Fax: 915-783-6214

Email: ElPasoFacultyDevelopment@ttuhsc.edu

Office hours: By appointment

Adult Teaching and Learning Course

Friday, 10/02/2020 (noon to 1 P.M.): Program Overview Housekeeping and Networking/Introduction to Adult Learning Course (Sanja Kupesic Plavsic, MD, PhD)

Wednesday, 10/07/2020 (noon to 1 P.M.): The Educational Cycle (Sanja Kupesic Plavsic, MD, PhD, Jessica A. Chacon, Ph.D.; Colby Genrich, M.D.)

Wednesday, 10/14/2020 (noon to 1 P.M.): Learning Formats (Sanja Kupesic Plavsic, MD, PhD, Jessica A. Chacon, Ph.D.; Maria Theresa Villanos, M.D.; Colby Genrich, M.D.)

Building a Quality Online Course

Wednesday, 10/21/2020 (noon to 1 P.M.): Distance Learning: Educational Overview (Michele C. Williams, EdD; Christiane Herber-Valdez, EdD; Oliana Alikaj-Fierro, PhD, MBA)

Wednesday, 10/28/2020 (noon to 1 P.M.): Instructional Design for Effective Teaching (Justin R. Louder, EdD, TTU Lubbock)

Teaching a Quality Online Course

Wednesday, 11/04/2020 (noon to 1 P.M.): Fostering student engagement (Michele C. Williams, EdD; Christiane Herber-Valdez, EdD; Oliana Alikaj-Fierro, PhD, MBA)

Wednesday, 12/02/2020 (noon to 1 P.M.): Barriers and Challenges to Effective Online Teaching (Justin R. Louder, EdD, TTU Lubbock)

Technology of eLearning Course

Friday, 10/09/2020 (noon to 1 P.M.): Tools and Strategies for Live Virtual Teaching (Diego Niño, MD, PhD; Edith Olexiuc; Eduardo Vazquez, MS; Marco Rodriguez, MS, MEd)

Friday, 11/06/2020 (noon to 1 P.M.): Learning Management System (LMS) Canvas (Michele C. Williams, EdD; Jackeline Biddle Richards, JD; Diego Niño, MD, PhD; Eduardo Vazquez, MS; Marco Rodriguez, MS, MEd)

Friday, 12/04/2020 (noon to 1 P.M.): Elentra Overview Curriculum Management System (CMS) (Michele C. Williams, EdD; Diego Niño, MD, PhD); Maureen Francis, MD, FACP; Robin Dankovich, EdD

Wednesday, 01/06/2021 (noon to 1 P.M.): Diverse Tools in Prerecorded Lectures (Diego Niño, MD, PhD; Michele C. Williams, EdD; Eduardo Vazquez, MS; Marco Rodriguez, MS, MEd)

| Course Title | TELECONFERENCES (Date/Time/Module Title) |
|--------------|--|
|--------------|--|

Library Skills Course

Tuesday, 11/10/2020 (noon to 1 P.M.): Copyright (Lisa Beinhoff, PhD, MLS, AHIP)

Wednesday, 11/11/2020 (noon to 1 P.M.): Access Library and information, Endnote, EBM resources (Lillian Carl, MSLS, AHIP and Milagros De Jesus Rivera, MLS, AHIP)

Tuesday, 11/17/2020 (noon to 1 P.M.): Predatory Journals (Lisa Beinhoff, PhD, MLS, AHIP)

IFDP 19 Participants' Presentation

Wednesday, 12/09/2020 (noon to 1 P.M.): IFDP 19 Teleconference Presentation

Friday, 12/11/2020 (noon to 1 P.M.): IFDP 19 Teleconference Presentation

Wednesday, 12/16/2020 (noon to 1 P.M.): IFDP 19 Teleconference Presentation

Inter-Professional Education (IPE) Course

Wednesday, 01/13/2021 (noon to 1 P.M.): Topic (Karla Salamanca, MRC, CRC)

GME Faculty Development

Tuesday, 09/08/2020 (noon to 1 P.M.): Resident Well Being (Armando Meza, MD)

Wednesday, 11/18/2020 (noon to 1 P.M.): Development of Interprofessional Activities in GME (Armando Meza, MD)

Wednesday, 01/20/2021 (noon to 1 P.M.): TBD (Armando Meza, MD)

Fundamental Research Skills Course

Wednesday, 02/24/2021 (noon to 1 P.M.): Getting published (Russell Kirby, PhD, Distinguished University Professor and Marrell Endowed Chair, University of South Florida College of Public Health)

| Course Title | TELECONFERENCES (Date/Time/Module Title) |
|--------------|--|
|--------------|--|

IRB Skills Course

Wednesday, 02/03/2021 (noon to 1 P.M.): Creating and submitting an iRIS application (Myrna Arvizo)

Wednesday, 02/10/2021 (noon to 1 P.M.): Addressing IRB stipulations via iRIS (Myrna Arvizo, CIP, CHRC)

Laboratory Scientists' Course

Wednesday, 02/17/2021 (noon to 1 P.M.): Leading your lab team (Anna M. Eiring, PhD)

Inter-Professional Education (IPE) Research Course

Wednesday, 03/03/2021 (noon to 1 P.M.): Selecting evidence-based tools for the evaluation of learner and program outcomes in IPE (Karla Salamanca, MRC, CRC)

Clinical Skills/Simulation Course

Wednesday, 04/---/2021 (noon to 1 P.M.): Topic (TECHS)

Clinical Skills/Simulation Course

Wednesday, 04/---/2021 (noon to 1 P.M.): Topic (TECHS)

Inter-Professional Education (IPE) Skills Course

Wednesday, 04/--/2021 (noon to 1 P.M.): Topic (Karla Salamanca, MRC, CRC)

Course Title

TELECONFERENCES (Date/Time/Module Title)

Leadership Development Skills Course

Wednesday, 05/05/2021 (noon to 1 P.M.): Conflict Resolution and Negotiation Skills (Wiley Souba, MBA, MBA, ScD, Dean Emeritus, Dartmouth University)

Leadership Development Skills Course

Wednesday, 05/12/2021 (noon to 1 P.M.): Teamwork Makes a Dream Work (A. Peter Catinella, MD, MPH)

Leadership Development Skills Course

Friday, 05/14/2021 (noon to 1 P.M.): Teambuilding from an IPE Perspective (Karla Salamanca, MRC, CRC)

Leadership Development Skills Course

Wednesday, 05/19/2021 (noon to 1 P.M.): Organizing and Running Successful Meetings (A. Peter Catinella, MD, MPH)

Leadership Development Skills Course

Wednesday, 05/26/2021 (noon to 1 P.M.): Peace Building and Wellness Program (David F. Briones, M.D. and Laura R. Gorby, MSN, RN-BC)

CME Accreditation and Credit Designation: The Texas Tech University Health Sciences Center El Paso Paul L. Foster School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

The Texas Tech University Health Sciences Center El Paso Paul L. Foster School of Medicine designates this other live activity (synchronous (online conference system); asynchronous (Learning Management System) for a maximum of 104 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Nursing Accreditation and Credit: University Medical Center of El Paso is approved with distinction as a provider of nursing continuing professional development by New Mexico Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. This activity provides up to a total of 101 nursing contact hours for successful completion of this educational activity.

Disclosure Policy: It is the policy and practice of the Texas Tech University Health Sciences Center El Paso Paul L. Foster School of Medicine, Office of Continuing Medical Education to resolve all potential conflicts of interest prior to the activity. All planning committee members and speakers have disclosed that they or their spouses have no relevant financial relationships with any companies or organizations whose products or services may be discussed.

Any relevant financial relationships that speakers disclose, will be disclosed to participants during each scheduled session.

The Texas Tech University Health Sciences Center El Paso Paul L. Foster School of Medicine reserves the right to cancel this activity or make speaker substitutions in the event of unforeseen or extenuating circumstances.

How to claim your credits or certificate of attendance: Credit for this session will be included on participants' CME transcripts after the Office of CME is provided an attendance report. Upon completion of the course assessment, certificates indicating credits earned (for physicians) or certificates of attendance (for non-physicians) will be emailed to those who request a certificate. Please contact the Office of CME to request a cert

Appendix A

Teleconference Presentation Format

| | |
|--|---|
| Title page | Presentation Title: Presenter's Name: Degree: Affiliation and Institution: |
| List two learning objectives | 1. -> 2. |
| Introduction | |
| Materials and methods (if applicable) | |
| Results (if applicable) | |
| Conclusions | |
| Literature | |

Oral Presentation (Teleconference) Peer Evaluation Form

Video camera required

Presenter: _____

Topic Title: _____

| ORGANIZATION OF SUBJECT | NEED IMPROVEMENT | GOOD | EXCELLENT |
|--|---------------------|------|-----------|
| Ice breaker | | | |
| Introduction | | | |
| Defined and measurable learning objectives | | | |
| Appropriate content and amount of information | | | |
| Application of adult learning principles (conceptual, contrast, interactive, practice, paced) | | | |
| TEACHING TECHNIQUE | NEED IMPROVEMENT | GOOD | EXCELLENT |
| Voice quality | | | |
| Ask rhetorical questions | | | |
| Accurate answers to questions | | | |
| Use of non-words (Uh-Aaah) | | | |
| Good sense of humor | | | |
| Knowledge about the subject | | | |
| Professional appearance | | | |
| TECHNICAL SKILLS | NEED IMPROVEMENT | GOOD | EXCELLENT |
| PowerPoint preparation | | | |
| Adequate font size | | | |
| Adequate light | | | |
| Adequate use of AV and teleconference equipment | | | |
| Good internet connection | | | |
| Troubleshooting | | | |
| <u>Comments</u> | | | |

Appendix B

Online Presentation Format

| | |
|--|---|
| Title page | Presentation Title: Presenter's Name: Degree: Affiliation and Institution: |
| List two learning objectives | 1. -> 2. |
| Create five (5) pretest items to assess the learners' knowledge before the content presentation. The author is required to provide correct answer options (refer to Appendix B, Instructions for Creation of Questions for additional information). | 1. -> 5. |
| Narrated PPT (a 10-minute educational video using a predefined, institutional template to follow the pretest) | |
| Conclusions/Summary of the content | |
| Literature | |
| The corresponding author's contact information | Address: E-mail: Telephone #: |
| Ten (10) post-test items: Note that five of the ten post-test items should be the same as in the pretest to assess learners' knowledge improvement. An 80 percent score must be achieved in the post-test to receive credit. Participants will have three attempts to pass the post-test. | 1. -> 10. |
| A one-to-two page PDF handout summarizing the take-home messages, notes, recommended readings, links, and additional information. | |

Simulation Activity Online Presentation Format

| | |
|--|---|
| Title page | Presentation Title: Presenter's Name: Degree: Affiliation and Institution: |
| List two learning objectives | 1. -> 2. |
| Create five (5) pretest items to assess the learners' knowledge before the content presentation. The author is required to provide correct answer options (refer to Appendix B, Instructions for Creation of Questions for additional information). | 1. -> 5. |
| Narrated PPT (a 10-minute educational video using a predefined, institutional template to follow the pretest). FDC participants who will be creating a simulation module/course should develop and assess a "criterion checklist" for the simulated procedure. A criterion checklist should assess: <ol style="list-style-type: none"> a. The acceptable performance steps in a procedure. b. The quality or degree of excellence of the steps performed. | |
| The instructional video should consist of the following: <ol style="list-style-type: none"> a. Indications and contraindications of the procedure. | |

| | |
|--|-------------------------------------|
| <ul style="list-style-type: none"> b. Complications. c. Universal precautions. d. Informed consent. e. Basic equipment. f. Description of the procedure (preparation, procedure steps). g. Removal of the instruments. h. Follow-up (if indicated). | |
| Conclusions/Summary of the content | |
| Literature | |
| The corresponding author's contact information | Address: E-mail: Telephone #: |
| Ten (10) post-test items: Note that five of the ten post-test items should be the same as in the pretest to assess learners' knowledge improvement. An 80 percent score must be achieved in the post-test to receive credit. Participants will have three attempts to pass the post-test. | 1. -> 10. |
| A one-to-two page PDF handout summarizing the take-home messages, notes, recommended readings, links and additional information. | |

Instructions for Creation of Questions

- Ensure a sufficient number of test items to cover all of the important ideas of your online presentation (e.g., five pretest items and ten post-test items: five of the ten post-test items should be the same as in the pretest for a video recording of 10 minutes' duration.)
- Test items should be related to the learning objectives.
- Questions should be easy to read, and there should be only one correct answer.
- The answer to one question should not affect the answer to another question.

Other types of items:

- **True or false questions:** This type of item is a statement, called a proposition. The learner judges whether the proposition is true or false.
- **Matching questions:** A matching question requires a test taker to match an item in one column with an item from a second column. In general, the items that have a blank space next to them are called the "questions," and the items that the learner has to choose from to fill in the blank are called the "answers."
- **Completion questions:** This is a form of short question in which the learner completes a sentence by supplying a keyword or phrase. A completion item is comprised of two parts: the "cue" and the blank.
- **Items using multimedia** are screenshots or videos of approximately 30 seconds, combined with MCQ or other types of items.

Instructions by the **National Board of Medical Examiners** (NBME) on test item construction: Link to the manual "Constructing Written Test Questions for the Basic and Clinical Sciences" (4th edition) <https://www.nbme.org/downloadrequest/>.

Online Learning Evaluation Form

| | |
|---------------------|--|
| Author: | |
| Presentation Title: | |
| Date: | |
| Reviewer: | |

Online Presentation - Organization and Content

| | 1 Poor | 2 | 3 Neutral | 4 | 5 Excellent |
|---|-----------|---|--------------|---|----------------|
| Title is appropriate | | | | | |
| Learning objectives are well defined | | | | | |
| Pretest items are relevant, accurate and relate to learning objectives | | | | | |
| Appropriate content and amount of information | | | | | |
| Appropriate content quality | | | | | |
| Appropriate quality of graphics and images | | | | | |
| References are accurate and complete | | | | | |
| Post-test items are relevant and relate to learning objectives | | | | | |
| The handout contains summary, notes, links and recommended readings | | | | | |
| Narrated PPT video is at least 10 minutes long | | | | | |
| Opportunities for active online learning are provided | | | | | |
| The presentation enhanced my knowledge and understanding of the subject | | | | | |

Additional Comments

What did you like about the presentation/course?

What can the instructor do to enhance the presentation/course?

Is there anything else that you would like to recommend?

Appendix C

Research Project Proposal Blueprint

IFDP 19 participants who chose the research project track must submit a research protocol (research project proposal, research plan) to the OFD for review. The protocol will describe the participant's proposed project. Protocols for qualitative research (such as focus groups and key informant interviews) and quantitative research (for example, a cross-sectional prevalence study) are acceptable. Protocols for literature reviews, systematic reviews and meta-analyses are also acceptable. A clinical case report will not satisfy the research project requirement.

For this assignment, participants' project proposals will be considered acceptable if they have a **title, background section, a methods section, budget, project timeline** and a **bibliography** (a list of the references cited in the protocol). The background will typically state the problem or gap in knowledge. The IFDP participant must cite at least two references in their background section. The background section will also state the objectives of the proposed project. The methods section (sometimes referred to as the materials and methods section) has varying subsections depending on the type of project that is being planned (such as inclusion criteria, data analysis methods, sample size calculations and the measurement of confounders). The future tense is frequently used in a methods section, for example, "The data will be analyzed using..."

The required items are noted in the checklist below. The protocol does not have to be submitted to the Institutional Review Board.

| | |
|------------------------|--|
| Author: | |
| Protocol Title: | |
| Date submitted: | |
| Reviewer: | |

Checklist

| Section | Present | Absent |
|--|---------|--------|
| Title | | |
| Background with at least two references cited | | |
| Methods section | | |
| Budget | | |
| Project timeline | | |
| Bibliography | | |

Appendix C (continued)

Sample timeline for a grant-funded study (adapt to your needs)

| Activity | Sep 2021 | Oct 2021 | Dec 2021 | Jan 2022 | Feb-Jun 2022 | Jul-Aug 2022 | Sep 2022 |
|--|-------------|-------------|-------------|-------------|-----------------|-----------------|-------------|
| Submit protocol to Institutional Review Board | X | | | | | | |
| Notice of award sent to principal investigator | | X | | | | | |
| Funds disbursed | | | X | | | | |
| Train study staff | | | | X | | | |
| Recruit subjects, enter data | | | | X | X | | |
| Analyze data | | | | | X | X | |
| Prepare report | | | | | | X | |
| Submit report to funding agency | | | | | | | X |
| Submit manuscript to peer-reviewed journal | | | | | | | X |

Appendix D

Scholarship Project Examples and Blueprints

Scholarship of Discovery Examples:

- Recruitment and/or participation in internally or externally funded research projects.
- Publication of research findings.
- Peer-reviewed journal articles, book chapters, books, compositions, presentations, exhibits, or projects.

Educational Scholarship Examples:

- Development of new or substantially revised courses or curricula.
- Creation of innovative teaching materials.
- Initiation or participation in research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications.
- Initiation of medical education research projects funded by external or internal grants to support instructional activities.
- Publication of textbooks or teaching materials.
- Production of videos for instruction.
- Development of technical, procedural, or practical innovations with clinical or scholarly benefit.

Scholarship of Integration Examples:

- Presenting overviews of findings on a resource topic.
- Preparing and publishing literature reviews.
- Identifying trends and presenting knowledge in new ways.
- Participation in professional development workshops, organized clinical discussions, grand rounds, journal clubs, or conferences as an attendee or presenter.
- Presenting the scholarship of integration findings at local, national, or international conferences.
- Preparation of meta-analyses that summarize the results from different studies on a specific topic to arrive at the most credible interpretation of the combined data.

Scholarship of Application Examples:

- Consulting activities in a specialty or industry that relates directly to your discipline/specialty.
- Support or development of community activities in the field or industry that links with your academic discipline.
- Development of centers for study or service.
- Media contributions such as newspaper publications.

Digital Communication Scholarship Examples:

- Communication in virtual spaces, such as writing blogs and commentaries.
- Participation in open education resources.
- Data visualization and manipulation.
- Generation of metadata and digital publishing.

Blueprint for Developing Teaching into Scholarship

Step 1: Brief description of your teaching activity, including teaching method, and your role and contribution (e.g., author, lecturer, preceptor, etc.).

Your teaching targets:

- knowledge skills attitudes behavior

Step 2: Document evidence of quantity.

COMMENTS

| | |
|---|--|
| Level and number of trainees involved. | |
| When did teaching take place? | |
| How often? | |
| Where? | |
| How much time did you devote to preparation? | |
| How much time did you devote to teaching the activity itself? | |
| Other evidence of quantity? | |

Step 3: Document evidence of quality.

COMMENTS

| | |
|---|--|
| Is teaching quality evaluated by the institution? (e.g., peer review, learner reactions, course evaluations, etc.). If yes, describe the evaluation. | |
| Have others approached you about your teaching methods, and have you made changes as a result? Provide details. | |
| Did you receive other forms of recognition (e.g., awards)? If yes, describe the rewards criteria. | |
| How is evidence of learning assessed currently? Describe the methods that are currently in place for assessing learning in knowledge, skills, attitudes, and/or behavioral domain. | |
| Are additional assessment methods needed? If yes, describe details. Will you use existing assessment instruments, or do you need to create your own? | |
| Are repeat assessments needed (e.g., to measure long-term retention or to measure pre and post-intervention)? If yes, describe the timeline. | |
| Do you have a comparison group (e.g., a separate cohort, or historical controls)? | |

Step 4: Describe how the method of teaching was informed by field or theory.

COMMENTS

| | |
|--|----------|
| List databases you queried (e.g., Medline, Eric, PsychInfo, etc.). | |
| List search criteria, keywords. | |
| List at least three publications upon which your teaching builds. | 1. -> 3. |

Step 5: Describe how your work contributes to the field and informs others' work.

COMMENTS

| | |
|---|--|
| Describe in two sentences the extent to which your work contributes to the field. Does your teaching use innovative methods? Do you replicate or extend the work of others? Can others adopt or build upon your work? | |
| List any oral or poster presentations you have made or plan to make on your teaching — name venue and whether or not it is peer-reviewed. | |
| Have you or will you submit your teaching materials to MedEdPortal or HEAL? | |
| List other publications you have made or plan to make, including the journal name. | |

Step 6: Review all previous steps and develop a plan with target dates.

*AAMC. (n.d.). Retrieved from <https://www.aamc.org/>
Documenting Educational Scholarship*

Blueprint for Developing Curriculum into Scholarship

Step 1: Brief description of your curriculum, including the name of curriculum, your role, and your contribution (e.g., rotation or block chair, committee member, a leader on a limited aspect of the curriculum-laboratory, small group activities, lectures, integration, etc.).

Please document your curricular goals/objectives considering the following:

- knowledge skills attitudes behavior

Step 2: Document evidence of quantity.

COMMENTS/NOTES

| | |
|--|--|
| Describe the purpose and the scope of the curriculum (e.g., introduction to anatomy, histology integrated with population health, and communication skills for first-year medical students; meets curriculum goal and LCME accreditation standards). | |
| Level and number of learners/trainees in the curriculum. | |
| Duration and hours per week of planned activities in the curriculum for the rotation/block/longitudinal curriculum. | |
| Describe the instructional design and methods used in the curriculum. | |
| Curriculum collaboration: Purpose and evidence of collaboration. | |
| How was the curriculum informed by the work of others? Please reference sources, practices, and curricular approaches developed by others that were cited or used in developing this curriculum. | |
| Estimate time spent in preparation or revision of the curriculum/course. | |
| Is there an accreditation requirement associated with this curriculum? If yes, please describe. | |
| Other evidence of quantity? | |

Step 3: Document evidence of quality.

| | |
|--|--|
| How do you monitor and assess the curriculum? Please describe how you evaluate the curriculum. e.g., Evaluation by learners? By peers? Use of institutional reports? (AAMC GQ) Other? Frequency of evaluation. To whom reported. (e.g., peer review, learner reactions, course performance, etc.). | |
| How do you assess the results or outcomes in this curriculum? e.g., change scores based on historical comparisons; AAMC GQ results change; NBME performance improves. Provide details. | |
| Did this curriculum receive recognition? Are you the recipient of any curricular awards? If yes, describe the award and associated criteria. | |

Step 4: Describe how the curriculum was informed by work in the field or by theory.

| | |
|---|---------|
| List resources, articles, and curricular resources that you consulted. | |
| List search criteria, keywords. | |
| Identify the adopted evaluation tools used by others in the field. | |
| List at least three publications that inform your curriculum and upon which your work builds. | 1. ->3. |

Step 5: Describe how your work contributes to the field and informs others' work

| | |
|--|--|
| Describe in two sentences the extent to which your work contributes to the field. How does your curriculum contribute new ideas in methods, integration, innovation, collaboration, approach? Do you replicate or extend the work of others? Can others adopt or build upon your work? | |
| Describe peer review of the curriculum that has taken place—by local and/or national experts. | |
| List any oral or poster presentations you have made or plan to make about your curriculum — name venue and whether or not it is peer-reviewed. | |
| Have you or will you submit your curricular materials to MedEdPortal or HEAL? | |
| List other publications in which you submitted or plan to submit your curriculum. | |
| List the institutions adopting the curriculum. | |

Step 6: Review all previous steps and develop a plan with target dates.

Blueprint for Developing Leadership and Administration into Scholarship

Step 1: Brief description of your leadership and administration activity, including education level, name of the activity, and your role and contribution.

Step 2: Document evidence of quantity.

COMMENTS

| | |
|--|--|
| Describe the scope of activity: goal and rationale. | |
| For what level and how did it relate to other levels or professions? | |
| Duration of the activity. | |
| How much time did you devote to preparation? | |
| How much time did you devote to the actual activity itself? | |
| Other evidence of quantity? | |

Step 3: Document evidence of quality.

COMMENTS

| | |
|---|--|
| What data are there demonstrating the achievement of the goal? | |
| What formative assessment do you have of success, such as participation, management of resources, collaboration? | |
| What evaluations of your leadership were made? Was there a 360 evaluation? How does your leadership data compare to peers? | |
| Did you receive recognition for this leadership? | |
| What outcomes can you demonstrate from this leadership, such as student learning, faculty retention, a new vision for the organization? | |

Step 4: Describe how leadership was informed by field or theory.

COMMENTS

| | |
|---|---------|
| List databases or resources that you consulted. | |
| List search criteria, keywords. | |
| List at least three publications upon which your leadership builds. | 1. ->3. |

Step 5: Describe how your work contributes to the field and informs others' work.

COMMENTS

| | |
|--|--|
| Describe the resources garnered by your leadership. | |
| Describe improvement under your leadership as compared to others external to your institution. | |
| Has there been a peer review related to your project? | |
| List of invitations to present one's work locally, nationally, or internationally. | |
| List institutions that have adopted the work. | |
| List work-related publications. | |
| Did you receive an award associated with this leadership? If so, describe. | |

Step 6: Review all previous steps and develop a plan with target dates.

*AAMC. (n.d.). Retrieved from <https://www.aamc.org/>
Documenting Educational Scholarship*

Blueprint for Developing Mentoring and Advisement into Scholarship

Step 1: Brief description of your mentoring and advisement activity, including professional level(s) of mentees, nature of relationships, and your role and contribution.

Step 2: Document evidence of quantity.

COMMENTS

| | |
|--|--|
| How many mentees and advisees did you work with? | |
| What levels are your protégés? Over what developmental period do you work with each? | |
| What is the duration of activities with protégés? | |
| How much time did you devote to meetings? | |
| How much time did you devote to supporting activities (e.g., review paper)? | |
| Other evidence of quantity? | |

Step 3: Document evidence of quality.

COMMENTS

| | |
|---|--|
| What outcome do data demonstrate your protégé's professional development (such as, scholarships, awards, presentations or publications, career trajectory)? | |
| What formative assessment do you have of success, such as evidence of change resulting from advisement, notes of appreciation, ongoing communication, or collaboration? | |
| What evaluations of your mentorship were made? How does your mentorship data compare to peers? | |
| Did you receive recognition for your mentorship? | |

Step 4: Describe how mentorship was informed by field or theory.

COMMENTS

| | |
|---|---------|
| List databases or resources that you consulted. | |
| List search criteria, keywords. | |
| List at least three publications upon which your mentorship builds. | 1. ->3. |

Step 5: Describe how your work contributes to the field and informs others' work.

COMMENTS

| | |
|--|--|
| Describe the resources garnered by your mentorship. | |
| Has your mentorship work been included in grants or accreditation reviews of your institution? | |
| List presentations of your work locally, nationally, or internationally. | |
| List institutions that have adopted your approach. | |
| List work-related publications. | |
| Did you receive an award associated with this mentorship? If so, describe? | |

Step 6: Review all previous steps and develop a plan with target dates.

*AAMC. (n.d.). Retrieved from <https://www.aamc.org/>
Documenting Educational Scholarship*

Blueprint for Developing Learner Assessment into Scholarship

Step 1: Brief description of the assessment methods you developed, the course(s) in which the assessment was used, and your role and contribution.

Please indicate the domains that are assessed:

- knowledge skills attitudes behavior

Step 2: Document evidence of quantity.

| | COMMENTS/NOTES |
|---|----------------|
| Describe the assessment goals and type of instrumentation (e.g., MCQs, OSCE, etc.). | |
| The number of items in the instrument. | |
| Level and number of learners/trainees assessed. | |
| Describe the frequency of use. | |
| How much time did you devote to developing and revising the assessment method (including assessing its psychometric properties such as reliability and validity)? | |
| Other evidence of quantity? | |

Step 3: Document evidence of quality.

| | |
|---|--|
| Describe how you determined (or plan to determine) the reliability of your assessment method. | |
| Describe how you determined (or plan to determine) the validity of your instrument. | |
| Do you have other evidence of the quality of your assessment? E.g., did you get feedback from the learners or assessors whether or not it was a fair assessment? Was the implementation feasible? | |

Step 4: Describe how the assessment method was informed by work in the field or by theory.

| | |
|--|----------------|
| List resources, articles, and curricular resources that you consulted. | |
| List search criteria, keyword. | |
| What was the evidence that the assessment methods were based upon best practices? | |
| List at least three publications that informed your assessment method and upon which your work builds. | 1. 2. 3. |

Step 5: Describe how your work contributes to the field and informs others' work.

| | |
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| Describe in two sentences the extent to which your work contributes to the field. How does your methodology contribute to new ideas in learner assessment? | |
| Do you replicate or improve the work of others? | |
| Can others adopt or build upon your work? | |
| Was your assessment methods peer-reviewed by local and/or national experts? | |
| List any oral or poster presentations you have made or plan to make about your assessment. | |
| Name the venue and whether or not it was peer-reviewed. | |
| Have you or will you submit your assessment method to MedEdPortal? | |
| List other publications about your assessment you submitted or plan to submit. | |
| List the institutions adopting your assessment method. | |

Step 6: Review all previous steps and develop a plan with target dates.

*AAMC. (n.d.). Retrieved from <https://www.aamc.org/>
Documenting Educational Scholarship*

Appendix E

Quality Improvement and Patient Safety Project Template

Title:

Site:

QI Lead:

Date:

1: Background: What problem are you talking about, and why? Identify the basic problem, give background context on the problem and briefly explain why this is considered to be a problem.

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| Explain the problem – e.g., safety, reliability, satisfaction, performance, and cost. | |
| State a specific time period during which the problem has occurred. | |
| Include a benchmark or other comparative value (how serious is this problem?) | |
| Illustrate the background statement with visual storytelling tools: <ul style="list-style-type: none"> Chart, stick figures, timeline, current-state value stream map, sketches | |

2: Current Conditions: Where do things stand now? Illustrate the current conditions with charts or graphs that measure what is going wrong.

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| What facts and data define the problem (i.e., prove that the problem exists)? | |
| Clearly, show the current conditions in a visual manner. | |
| Consider using charts, graphs, process maps, or other visual storytelling tools. | |
| Write a concise problem statement that uses data in the definition of the problem: | |

3: Target Conditions (Goals): *What specific outcome is desired?* Illustrate the target conditions that define what success looks like when the problem has been addressed.

| | |
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| Quantify the target goal. | |
| Use S.M.A.R.T metrics (Specific, Measurable, Attainable, Relevant, and Timely). | |
| State a specific target date for achieving the target. | |
| State the improvement measurement to be used by saying, “as measured by...” | |
| Illustrate the target condition statement with visual storytelling tools. | |

4: Gap Analysis: Why does the problem exist? Identify the root causes of the problem. In addition to root causes, discuss any constraints or organizational barriers that must be addressed.

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| Consider using a gap analysis tool such as 5 Whys or a fishbone diagram. | |
| Clearly, describe why you are experiencing this problem. What needs to be changed? | |
| What constraints or barriers are preventing you from achieving the goals? | |
| Gap analysis must be based on data, e.g., direct observations, surveys, reports. | |

5: Experiments: What countermeasures do you propose and why? What experiments or countermeasures do you propose to address the root causes?

| | |
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| What are the best countermeasures for addressing the gaps and improving performance in the current situation? | |
| Give a clear reason why these options are the best. | |
| Consider using best practices in other organizations as useful benchmarks. | |
| Start with two or three alternatives. Try to include those that impact predisposing, enabling, or reinforcing behaviors. | |
| Experiments should be based on the ideas of the team members who actually do the work. | |

6: Action Plan: How will you implement it? Document actions, steps, outcomes, timelines, and roles.

| | |
|---|--|
| Consider using a milestone chart | |
| WHAT: What exactly needs to be done? What will be the main action? | |
| WHO: Who will be responsible for what, when, and how? What support will be required? | |
| WHERE: Identify where the implementation will take place. | |
| WHEN: Establish the basic timing for the scheduled items. | |
| HOW: How will preparations be handled? | |

7: Study, Reflect, and Plan Next Steps: How will you assure ongoing PDCA? Commit to regular reviews to study the progress of implementation and make necessary adjustments.

| | |
|---|--|
| Consider creating a “visibility board” to track progress towards major targets and to confirm milestones. | |
| Here are some questions to think about when you meet at your visibility walls: <ul style="list-style-type: none"> How will you know if you meet your targets? Did you meet your targets? Do you know why/why not? What processes will you use to enable, assure, and sustain success? How will you share your learning with others (dissemination)? What have you learned? What would you do differently next time? What new problems or unintended consequences have surfaced? What recommendations do you have for others? | |

Adapted from UCSF Health Lean Office Lei Choi, M.D. and Niraj Sehgal, M.D.