# 2018

FACULTY DEVELOPMENT PROGRAM ACCOMPLISHMENTS

TTUHSC El Paso

Faculty development for the Paul L. Foster School of Medicine is the primary responsibility of the Office of Faculty Development, which is led by Sanja Kupesic-Plavsic, M.D., Ph.D., associate dean for faculty development, and Zuber D. Mulla, Ph.D., assistant dean for faculty development (**Figure 1**). Dr. Kupesic-Plavsic reports directly to the dean of the PLFSOM. Drs. Kupesic-Plavsic (50% faculty development) and Mulla (70% faculty development) have sufficient time to fulfill their leadership roles in faculty development. Both are highly experienced, award-winning educators and researchers. They are well-published and well-qualified to mentor faculty in teaching and scholarship. Dr. Kupesic-Plavsic has a special interest and expertise in clinical simulation and the innovative use of imaging and digital technology in medical education. Dr. Mulla is an expert in epidemiology, data analysis, and the application of public health perspectives in medical education and research.

OFFICE OF FACULTY DEVELOPMENT
Organizational Chart
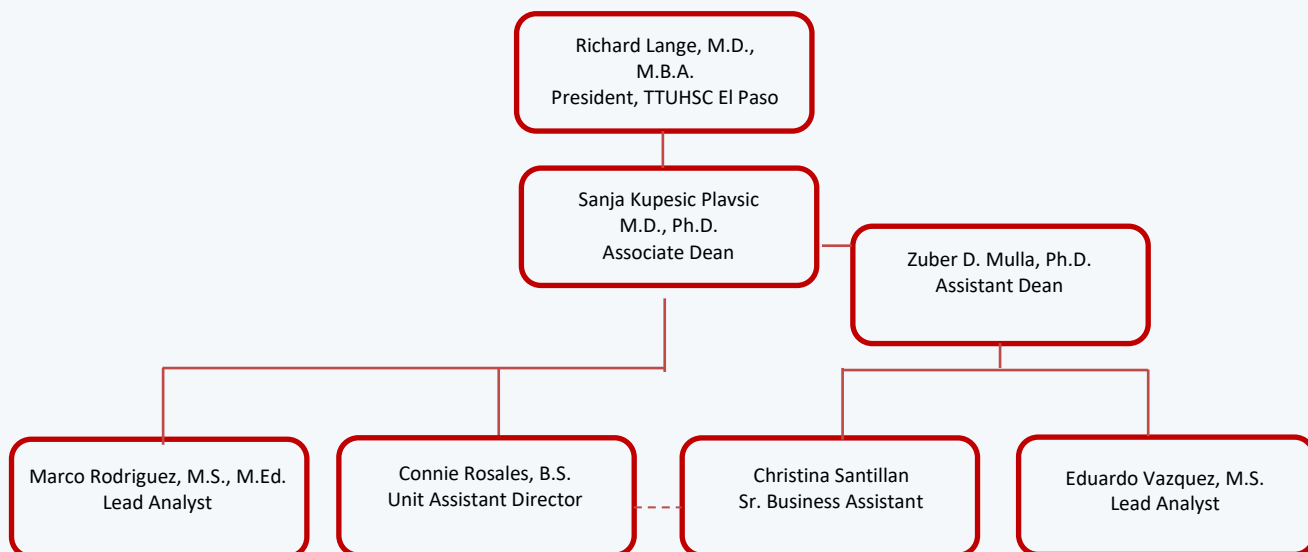
Figure 1. Organizational chart of the Office of Faculty Development

The administrative unit assistant director and senior business assistant provide important operational and administrative support for the office (**Figure 1**). Two lead analysts provide technical support for faculty development projects, use digital platforms to amplify the mission and vision of the office, assist in the creation of digital content and distance learning modules, and participate in design, analysis, and assessment. Some faculty members at the PLFSOM, particularly the experienced teachers in the Department of Medical Education and clinical departments, participate in numerous faculty development activities, with the aim of introducing innovative approaches to teaching, learning, and assessment.

Comprehensive information about institutional, departmental, and community faculty development opportunities is provided in mandatory orientation sessions for new faculty. As the associate dean for faculty development, Dr. Kupesic-Plavsic attends monthly Faculty Council meetings and provides updates, as needed, during these meetings. An invitation to participate in all faculty development programs and activities is sent to the general faculty mailing list on a regular basis. All PLFSOM faculty development events are free to attend and supported by the departments.

The list and links to all faculty development activities for the current academic year are provided on our Faculty Development website, using the FD interactive event calendar: http://elpaso.ttuhsc.edu/som/facdevelopment/fdEventsCalendar.aspx. Faculty are also informed and reminded of planned Faculty Development events via campuswide email alerts.

The PLFSOM offers numerous opportunities for its full-, part-time, and volunteer faculty to participate in faculty development to enhance their teaching, research, administrative, and leadership skills and increase knowledge within their disciplines. These opportunities are accessible and available to faculty at all sites and are recorded for asynchronous delivery. Faculty participation is encouraged by department leadership. Institutional and departmental faculty development programs are coordinated by the Office of Faculty Development to assist faculty with all aspects of their professional development, including a series of programs to enhance evaluation and assessment skills, and promote active learning strategies and integration of technology into medical education. **Figure 2** summarizes the activities coordinated by the Office of Faculty Development.

The Office of Faculty Development sponsors "Need to Know" seminars and grand round lectures on relevant topics in academic medicine. In addition to featured lectures, seminars, and workshops, faculty members may contact the Office of Faculty Development for individual consultations and advice. This includes, but is not limited to, obtaining guidance on specific issues related to professional and career development, career and leadership training opportunities, implementation of new teaching methodologies, use of multimedia, AV lecture recordings, preparation of posters and electronic exhibits, procedural skill recordings, and creation of interactive tutorials for learners.

Since 2003, when El Paso was a regional campus of Texas Tech University Health Sciences Center in Lubbock, Texas, over 200 faculty members have graduated from the annual comprehensive Faculty Development Course (FDC), which provides instruction on teaching skills, research, clinical simulation, and leadership.

In addition to faculty development offerings on campus and those available online for asynchronous instruction, which is open to all faculty, the Office for Faculty Development is

creating and coordinating faculty development programs designed specifically to enhance the teaching and assessment skills of volunteer and community faculty (hospital and ambulatory).

Figure 2 summarizes the activities coordinated by the Office of Faculty Development.

The **Institutional Faculty Development Course (IFDC)** is an 85-hour course that extends over eight months. It is offered once a year and can accommodate 15-20 faculty members, including those from the Paul L. Foster School of Medicine, the Gayle Greve Hunt School of Nursing (GGHSON), the Graduate School of Biomedical Sciences (GSBS), clinical faculty members of affiliated institutions, and community faculty. Additionally, faculty at other local institutions, such as The University of Texas at El Paso and El Paso Community College, are welcome to attend portions of the IFDC. The IFDC 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. It is recommended that all new junior and mid-level faculty attend the entire or certain segments of the course (minimum 40 hours) within the first year of their appointment. The IFDC competency-oriented curriculum consists of four domains: teaching, scholarship/research, clinical skills/simulation (for practicing clinicians), and leadership development (the FDC XVII

brochure is attached in the Addendum). The integration of numerous trained facilitators allows participants to work in small groups, offering extensive opportunities to practice teaching skills with the goal of enhancing participants' versatility and effectiveness in teaching, assessment, and feedback. The activities consist of seminars, workshops, video recording of teaching sessions, role-playing exercises, and participation in clinical simulation sessions (for clinical faculty). Throughout its 16 years, 235 faculty members graduated from the comprehensive IFDC (**Table 1**).

Table 1. Number of participants by department during 15 offerings of the Institutional Faculty Development Course.

Institutional Faculty Development Course (IFDC) Participation by Department (2003-Present)																	
DEPARTMENT	FDC 1	FDC 2	FDC 3	FDC 4	FDC 5	FDC 6	FDC 7	FDC 8	FDC 9	FDC 10	FDC 11	FDC 12	FDC 13	FDC 14	FDC 15	FDC 16	TOTAL
ANESTHESIOLOGY	1				1				3	1							6
BIOMEDICAL SCIENCES	1						1		2	4	3	2	4	2	1		19
EMERGENCY MEDICINE	2	2	1	2	1			1		1						1	11
FAMILY MEDICINE	3			2		1		2	1	3	1	1	1	2	2		19
INTERNAL MEDICINE	4	4	2	1	2	3	1	2	4	3	3	3	1			1	34
MEDICAL EDUCATION							5		3		2			2	3	3	18
NEUROLOGY												1	2		2		5
OB-GYN	1	1	1	2	1	2	2	2		3	1	3	1	2	1	3	26
ORTHOPEDICS		1	1	1	1	1				1				1	1	1	9
PATHOLOGY						1						1					2
PEDIATRICS	5	4	4	3	4	3	1	2	1	1	4	6	2		1	1	42
PSYCHIATRY								1	1				2	2		1	7
RADIOLOGY				1	1			1	1	1	1	2	1			1	10
SURGERY+OPHT	3		1	1		2	2	1	3		1			1	1	1	16
WBAMC									1				1	1	1	1	5
GGHSON														4	1	1	6
TOTAL	18	12	10	13	11	13	12	12	20	18	16	19	15	16	12	15	235

The **Departmental Faculty Development Program (DFDP)** was established in 2013 and has become invaluable in helping the institutional faculty development mission achieve its goals. The DFDP provides faculty with the tools to directly implement what they have learned in the IFDC (how to educate, train, supervise, facilitate, mentor, and evaluate different levels of learners), and serve as role models for others. Candid and creative discussions with department chairs and faculty members about their responsibilities in educational, research, clinical, and service

missions promote faculty advancement through a program targeted to the specific needs of the department while achieving the vision and mission of the institution. The program is delivered on site and focuses on clerkship, residency program, and fellowship directors; faculty who participate in teaching; and faculty undergoing tenure and promotion review. Its goal is to promote individual and departmental research and scholarly productivity, and assist faculty in developing peer-reviewed multimedia web-based learning tools and materials. The goals of the DFDP are to improve the efficiency of undergraduate and graduate medical education; enhance clinical skills and competency of faculty; increase the efficiency of interprofessional education and networking between clinical, medical education, and biomedical sciences faculty; and improve collaboration with institutional faculty development and faculty mentoring programs. The overarching goal of the institutional and departmental faculty development programs is to nurture and cultivate faculty to become the next generation of academic leaders.

The **Institutional Faculty Mentoring Program (IFMP)** is a mission-directed, promotion-oriented, and outcome-driven faculty mentoring program offered by the Office of Faculty Development starting in 2009. Its effectiveness and success are measured by the scholarly productivity of participants during a 12-month (or recently, 24-month) mentorship period, and by an annual peer-review and pre-tenure promotion evaluation. Our mentoring program is designed to assist junior faculty, particularly faculty physicians, female faculty, and under-represented minorities (URM), in enhancing their scholarly productivity, and to promote their career advancement. The goals and objectives of the program follow the PLFSOM's guidelines for tenure and promotion, enabling mentees to achieve success with the guidance and support of their mentors. These goals and objectives include, but are not limited to:

1. Being the first author of a presentation at a national or international professional conference or seminar;
2. Publishing at least one scientific publication in a peer-reviewed journal;
3. Completing a new scholarly activity directed at teaching or training students and residents at the PLFSOM (This activity must qualify under the meritorious category (Level 2 activity) for recognition according to the PLFSOM's guidelines for tenure and promotion); and
4. Collaborating with another faculty member at the PLFSOM or another institution on a scholarly project.

Mentors and mentees are expected to meet monthly. They are required to submit quarterly reports detailing the progress of the various projects they have undertaken. Faculty mentors and mentees are also expected to attend scheduled faculty mentoring sessions. These sessions are geared toward educating mentors and mentees on topics ranging from the basics of mentoring to reviewing guidelines for promotion, to ensuring that the mentees understand the process. Six

months after initiating the program, mentees are expected to begin mentoring a student or resident.

To address the limited number of clinical mentors for a growing number of clinical mentees, nonclinical faculty, if qualified, may serve as mentors of clinical faculty. Having a nonclinical faculty mentor who has an aptitude for research and scholarly activities can help introduce the clinical faculty mentee to academic productivity and development from a different perspective. Some mentees who required specialized expertise have multiple mentors.

The PLFSOM mentoring program promotes career development. The number of presentations, publications, and other scholarly activities is a measure of the success of the PLFSOM mentoring program. Scholarly activities accomplished by four cohorts of mentees are presented in **Table 2**. Forty-two mentees (23 female and 19 male) and 33 mentors (eight female and 25 male) participated in the four cohorts of our IFMP. Among the mentees, there were 16 (38%) Hispanics, 10 (24%) Asians, four (10%) African-Americans and 10 (24%) Caucasians. During the year of mentoring and one-year follow-up period, the mentor-mentee teams achieved the following academic accomplishments: 84 scientific presentations at national/international and/or regional/local meetings, 100 peer-reviewed articles, 38 educational projects, and 44 research projects. Outcome measures presented in Table 2 demonstrate that our comprehensive IFMP improves the scholarly productivity of junior, female, and under-represented minority faculty. Junior faculty who have successfully completed the program have exceeded all of the expectations of the program, more than 90% of them achieved the satisfactory rating of "on-track" during the pre-tenure and promotion peer review process, and 40% of them were promoted. Following their graduation from the IFMP, four mentees achieved institutional administrative positions, and five secured educational administrative positions. Figure 3 illustrates faculty mentees' scholarly productivity before, during, and one year after IFMP.

Table 2: Scholarly activities accomplished by four cohorts of mentees at the PLFSOM.
(The duration of the IFMP for the first three cohorts was 12 months, while the duration of the IFMP for the fourth cohort was two years.)

Faculty Mentoring Groups	Mentees	Presentations	Publications	Educational Projects	Research Projects
Group I	18	18	20	10	11
Group II	11	17	18	14	20
Group III	5	14	7	9	8
Group IV	7	35	55	5	5
Total	**41**	**84**	**100**	**38**	**44**
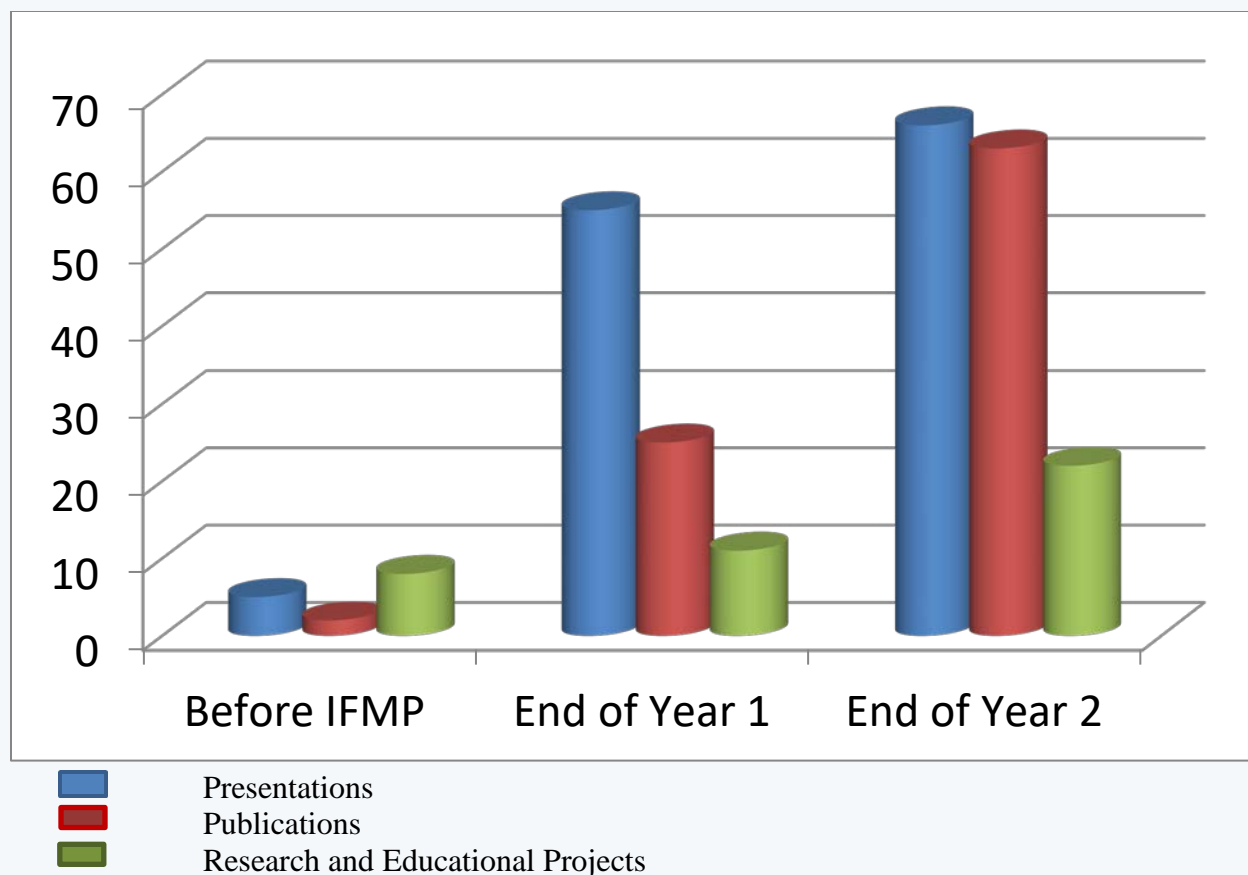
Figure 3: Number of scientific presentations, publications, and research and educational projects by faculty mentees presented for the period before mentoring, at the end of the first year of the IFMP, and one year after the completion of the IFMP for cohorts I-III, and at the end of the second year of the IFMP for cohort IV.

The **Writing Interest Group (WIG)** is a new faculty development program offering a comfortable and private space for a small group of junior and mid-level faculty. The program is available at least once a year and can accommodate 10 participants. Prior registration is required. This outcome-driven program offers unique opportunities for faculty to improve their writing skills, holding each participant accountable for his/her writing progress and goals. The first WIG was composed of eight sessions, each lasting two hours. Subsequent offerings of the WIG were comprised of eight sessions, each lasting one hour. WIG sessions are typically held every other week over a four-month period. WIG is driven by measurable outcomes, such as the demonstrated ability to write all the relevant sections of the scientific article (introduction, material and methods, results, discussion, bibliography, and abstract). Each session starts with a brief check-in on writing goals and ends by reviewing accomplishments and writing plans for the following session. The Office of Faculty

Development organizes sessions in academic writing. Outcomes of this initiative are illustrated in the addendum.

Community Preceptor Development is a program geared toward community-based faculty preceptors with the aim of ensuring greater uniformity in the clinical training of our students and residents. El Paso has a large, professionally diverse medical community, and over 140 local physicians are currently members of the volunteer faculty at TTUHSC El Paso. Before community faculty members are assigned to medical student teaching, they are invited to attend a series of presentations that include information about adult learning methods, useful teaching techniques in a clinical setting, evaluation methods, and the institutional forms and materials used for evaluation. Community faculty members are provided with free access to the Teaching Physician website. The quality of teaching and feedback effectiveness of community faculty are assessed by student evaluations at the conclusion of each rotation. Every community faculty member is provided with these evaluations as a driver of performance modification.

The **Continuous Faculty Development Program ("Need to Know" Series)** is a new program designed to provide practical information and skills to address our institution's faculty development needs in response to surveys and evaluations. Sessions are organized quarterly by the Office of Faculty Development. Due to substantial changes to our faculty development activities (namely the introduction of four-hour conferences open to the general faculty), we have significantly increased the number of faculty development program contact hours during the past two academic years (**Table 3**).

The **Personalized Faculty Development Program** is a novel approach offered by the Office of Faculty Development to partnering with individual faculty members. Through extensive consultation, a multidisciplinary faculty development team takes the time to understand and address faculty-specific goals and objectives in academic medicine. The associate and assistant deans engage and mobilize faculty from different schools, departments, and Centers of Emphasis across campus to improve networking. Additionally, the leadership team of the Office of Faculty Development collaborates with faculty at the University of Texas at El Paso. These linkages help facilitate scholarly projects involving TTUHSC El Paso faculty. This interdisciplinary interaction leads to transformational changes in junior faculty, and increases faculty success in research, scholarship, teaching, and academically-related public service. This type of customized mentoring and development increases faculty research/scholarship productivity, and contributes to improved interdisciplinary and interprofessional collaboration at the institutional level.

Table 3. A number of faculty development activity contact hours from 2013 to present.

Academic Year/FDC	Number of Contact Hours
2013-14/IFDC 12	911 contact hours
2014-15/IFDC 13	847 contact hours
2015-16 • IFDC 14 • WIG 1 • Need to Know • DFDP Total	988 contact hours 110 contact hours 93 contact hours <u>50 contact hours</u> 1,241 contact hours
2016-17 • IFDC 15 • WIG 2 • Need to Know • DFDP Total	1,190 contact hours 135 contact hours 164 contact hours <u>360 contact hours</u> 1,849 contact hours
2017-18 • IFDC 16 • WIG 3 • WIG 4 • Need to Know • DFDP • DFDP GGHSON • PUDF Total	989 contact hours 41 contact hours 31 contact hours 112 contact hours 1,077 contact hours 6 contact hours <u>24 contact hours</u> 2,280 contact hours

Legend: **Departmental Faulty Development Program examples**

2015-16: *"Intern Tips in OB GYN"* – collaborative project with one faculty from Family and Community Medicine Department: ***Kupesic Plavsic S, Molokwu J. Intern Tips in OB GYN. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher, 2016***

2017-18: *"Intern Tips in Internal Medicine"* – collaborative project with nine faculty from Family and Community Medicine, Internal Medicine, Neurology and OB-GYN Departments: ***Aragon L, Kupesic Plavsic S. Intern Tips in Internal Medicine. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher, 2017***

2017-18: *"Urgent Procedures in Medical Practice"* – collaborative project with 20 faculty from 10 departments (Internal Medicine, Family and Community Medicine, OB-GYN, Pediatrics, Orthopaedic Surgery and Rehabilitation, Emergency Medicine, Anesthesiology, Neurology, Radiology, and Surgery). Includes two interactive DVDs, duration 5 hours 50 minutes: ***Kupesic Plavsic S. (Ed) Urgent Procedures in Clinical Practice. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher, 2017***

Faculty Development Program Improvement Plan

I. **PLFSOM Faculty Development Program Survey**

In April and May 2015, the Office of Faculty Development conducted a comprehensive survey to assess the status of the Institutional Faculty Development Course (IFDC). The results of this survey triggered multiple improvement initiatives in the realm of faculty professional growth and development offerings. The IFDC has adapted to the needs of faculty across all three schools: the Paul L. Foster School of Medicine, the Gayle Greve Hunt School of Nursing, and the Graduate School of Biomedical Sciences (for example, basic scientists no longer need to attend the clinical simulation sessions in the IFDC). The IFDC is composed of four modules: teaching, research, clinical skills, and leadership development.

Improvements to the IFDC include:

a. Custom workshops: The Office of Faculty Development now offers six new workshops on an annual basis. Each year, the topics change to reflect the current interests of the faculty, according to yearly-performed needs assessment. These dynamic workshops address timely issues and are four hours in length. Examples of these customized workshops include hot topics in graduate medical education, and giving effective feedback and assessment (in collaboration with the Department and Office of Medical Education). Based on feedback from participants of previous IFDCs, each session is now recorded and available online for asynchronous learners. This library of recorded lectures/sessions also includes multiple choice test questions, which allow the online learner to acquire knowledge outside of the classroom.

b. Oral presentations: Each IFDC participant delivers two oral presentations during the latter portion of the teaching module of the IFDC. Based on past experiences, the tool that is used by the evaluators of the oral presentations has been improved. Learners now receive timely and comprehensive feedback, as well as a DVD recording of their oral presentation.

c. Library skills: The IFDC now devotes eight hours (increased from two hours) to acquiring critical library skills.

d. Clinical simulation: Clinical simulation plays a major role in undergraduate, graduate, and continuing medical education. The revised IFDC incorporates a four-hour introduction on organizing a clinical simulation session and the role of debriefing,

followed by a discipline-specific introduction to the simulation equipment. Clinical skills/simulation sessions are customized, and the practical portion of the clinical simulation module is profession/discipline/specialty dependent and driven by explicit learning objectives. All of the clinical simulation sessions are proctored by simulation-discipline experts and are conducted in small groups.

e. <u>Leadership:</u> The leadership module contains multiple offerings/sessions in the area of administrative development. "How to Recruit, Develop, and Retain Good Faculty" and "Tips for Faculty Success" are examples of an institutional-specific, four-hour leadership developing workshops delivered during IFDC XV and XVI, respectively.

f. <u>Research:</u> During last two years, the IFDC introduced new and exciting research opportunities for clinical faculty, such as health care simulation research to improve patient safety, clinical simulation research, office- based research, etc. As a part of IFDC XV, a unique four-hour "Office Based Research" workshop was conducted. This innovative session exposed learners to the utility of analyzing existing large health datasets. Additionally, this workshop introduced the audience to the highly-relevant technique of meta-analysis. In February 2018, the Office of Faculty Development hosted a four-hour workshop on research across the spectrum, informing faculty about ongoing basic science, translational, and clinical research, as well as medical education research and research commercialization opportunities.

II. **Personalized Faculty Improvement Plan**

Every year, the associate and assistant deans of faculty development meet with each department chair. During these meetings, the professional growth and annual performance evaluation plan for each faculty member within that department is discussed. These meetings may lead to a tailored faculty development program for an individual faculty member.

III. **Continuous Faculty Development Program ("Need to Know" Series)**

The "Need to Know" grand round series is a new program designed to provide practical information and skills to address our institution's faculty development needs in response to surveys and evaluations. Sessions are organized quarterly by the Office of Faculty Development.

IV. **Writing Interest Group**

Some faculty members struggle with scholarship—in particular, with publishing papers in peer-reviewed journals. In response to this need, the Writing Interest Group program was started. Four WIGs have been conducted to date: March-July 2016 (WIG I), August-November 2016 (WIG II), April-July 2017 (WIG III), and March-June 2018 (WIG IV). Nine faculty members from WIG I completed a one-year follow-up productivity survey. The mean (average) number of peer-reviewed publications authored by the group was 7.7 at the time of enrollment in WIG I. Approximately one year after completion of WIG I, the average number of peer-reviewed publications authored by the group was 14.1 (**Figure 4**). This increase was statistically significant: *P*-value from the paired *t*-test=0.023 (*P*-value from the Wilcoxon signed rank test=0.016). Outcomes of the Academic Writing Initiative Group are presented in the Addendum.
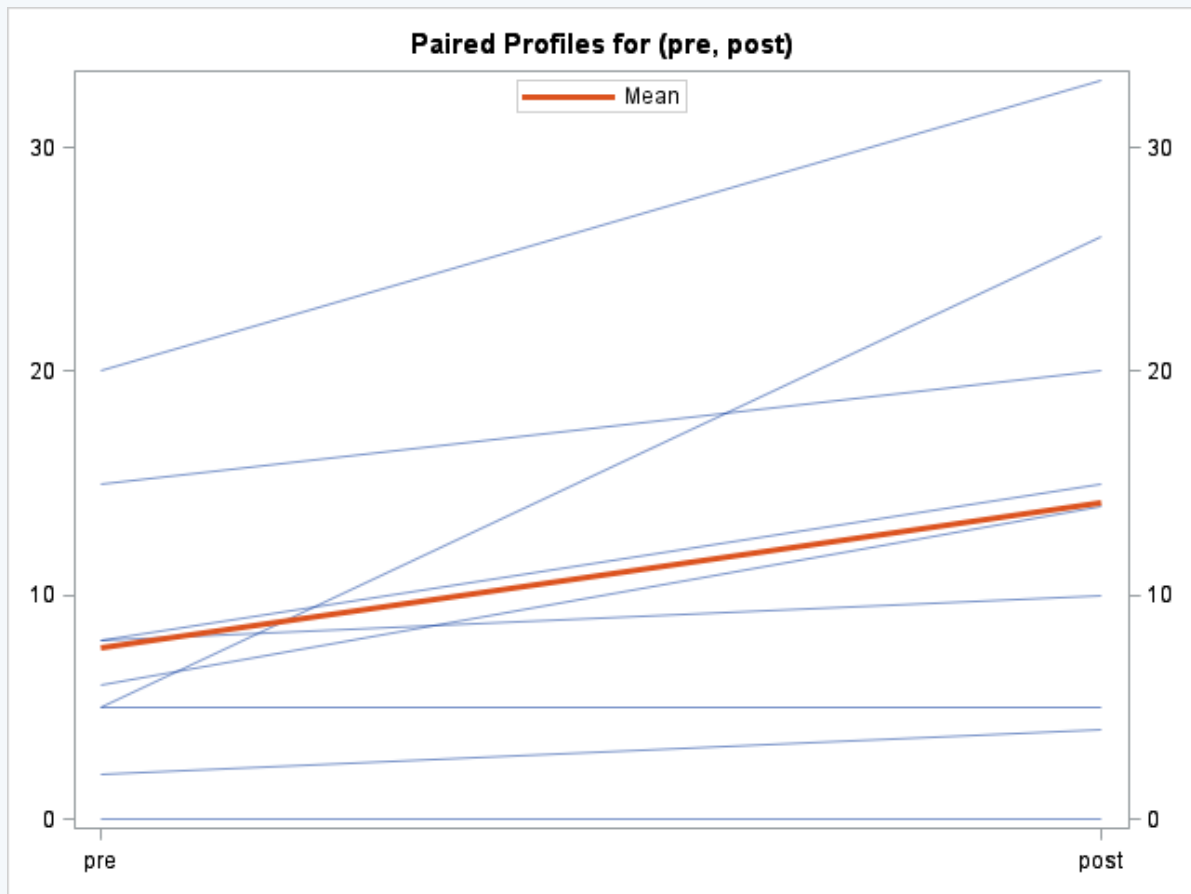
Figure 4. Number of peer-reviewed publications pre- and post-WIG participation in nine faculty members (blue lines). The mean number of publications is shown in orange.

V. Institutional Faculty Mentoring Program Timeline

Participants in the Institutional Faculty Mentoring Program (IFMP) are tasked with four goals: being the first author of a presentation at a national or international conference, publishing at least one paper in a peer-reviewed journal, completing a new scholarly activity directed at teaching/training students and/or trainees, and collaborating with faculty at the PLFSOM and/or another institution. The IFMP was originally one year in length. However, in an effort to improve the experience of the mentor-mentee pairs, the IFMP was extended to two years. Two years' worth of dedicated collaboration allows the mentor-mentee dyads to be more productive and generate additional peer-reviewed publications.

VI. Texas Public Use Data File (PUDF)

The PUDF is a large, statewide hospital discharge dataset. As of September 2017, the Office of Faculty Development offers access to several years' worth of the PUDF to any faculty member at our institution. Both inpatient and outpatient versions of the PUDF are available. Epidemiological analysis of the PUDF allows faculty members to publish peer-reviewed papers in the areas of patient outcomes and effectiveness research in a relatively rapid manner.

VII. Integration of Faculty Development into the Annual Faculty Evaluation

A Faculty Development Plan is a built-in component of the PLFSOM Annual Faculty Evaluation, and is available upon request of the department chair and/or faculty member. This plan is designed to assist faculty members in achieving their expected and assigned goals and objectives.

ADDENDUM:

"Need to Know"

Regularly Scheduled Series for
Office of Faculty Development

- Quarterly Series
- Relevant faculty development topics
- CME (1 AMA PRA Category Credit)
- 12:00 – 1:00 PM

- L. Ayoub-Rodriguez, M.D.: Quality Improvement
  (October 10, 2017; CSB, A3500)

- L. Gonzales, Ph.D.: Language Interpretation in the Clinical Setting (January 16, 2018; CSB, A3500)

- J. Hector Aranda, BS, CHSOS: How to organize a simulation session (April 10, 2018: MEB, classroom 1150)

- S. Kupesic Plavsic, M.D., Ph.D.: Tips for Getting the Most Out of Professional Conferences (July 10, 2018: MEB, auditorium 1100)

- H. Granados, M.D.: Sexual Determination and Sexual Differentiation (October 9, 2018; classroom 1150)

- M. Gajendran, M.D.: Medical Error Disclosure: Simulation Activity (January 8, 2019: MEB, ATACS Center)

IFDC XVI Teaching Module

Session	Date	Start Time	End Time	CME Hours	Presenter	Location
Welcome, Course Overview, and Housekeeping	11/8/2017	1:00 PM	2:00 PM	1	Sanja Kupesic, M.D., Ph.D.	MEB-1140
Basics of Adult Learning	11/8/2017	2:00 PM	3:00 PM	1	Sanja Kupesic, M.D., Ph.D.	MEB-1140
Adult Learning Strategies	11/8/2017	3:00 PM	4:00 PM	1	Sanja Kupesic, M.D., Ph.D.	MEB-1140
Bedside Teaching	11/8/2017	4:00 PM	5:00 PM	1	Sanja Kupesic, M.D., Ph.D.	MEB-1140
How to Improve Your Oral Presentation	11/15/2017	1:00 PM	2:00 PM	1	Hoi Ho, M.D.	MEB-1140
Basics of Audience Interactive Response System (AIRS)	11/15/2017	2:00 PM	2:30 PM	0	Dolgor Baatar, M.D.	MEB-1140
Introduction to Microsoft PowerPoint Presentation Software	11/15/2017	2:30PM	3:30PM	0	J. Hector Aranda	MEB-1140
Develop Web-Based Interactive Learning Modules with the Microsoft PowerPoint Presentation Software, Camtasia	11/15/2017	3:30 PM	4:15 PM	0	Eduardo Vazquez, Sanja Kupesic, M.D., Ph.D.	MEB-1140
Workshop: How to Prepare a Professional Poster Presentation or Electronic Exhibit	11/15/2017	4:15 PM	5:00 PM	0	Eduardo Vazquez, Sanja Kupesic, M.D., Ph.D.	MEB-1140
Library and Information Resources Workshop	11/29/2017	1:00 PM	2:00 PM	1	Librarians	MEB-1140
Accessing Library and Information Resources	11/29/2017	2:00 PM	3:00 PM	1	Librarians	MEB-1140
Literature citation management	11/29/2017	3:00 PM	4:00 PM	1	Librarians	MEB-1140
How to Use Available Resources for Learning and Practicing EBM	11/29/2017	4:00 PM	5:00 PM	1	Librarians	MEB-1140
Accessing Library and Information Resources	12/6/2017	1:00 PM	3:00 PM	2	Librarians	MEB-1140
Workshop on How to Use Available Resources for Learning and Practicing EBM	12/6/2017	3:00 PM	5:00 PM	2	Librarians	MEB-1140
How to Prepare and Deliver a Good Lecture	12/13/2017	1:00 PM	2:00 PM	1	Hoi Ho, M.D.	MEB-1140
"Cloud" Storage	12/13/2017	2:00 PM	3:00 PM	0	Eduardo Vazquez	MEB-1140
Mobile Computing Platform (MCP): Apps, Decision-Supporting Modules and More	12/13/2017	3:00 PM	4:00 PM	0	Eduardo Vazquez, Sanja Kupesic, M.D., Ph.D.	MEB-1140
Advanced Training on Mobile Computing Platform (MCP)	12/13/2017	4:00 PM	5:00 PM	0	Eduardo Vazquez, Sanja Kupesic, M.D., Ph.D.	MEB-1140
Participants' Oral Presentations - Required	1/03/2018	4:00 PM	6:00 PM	0	Proctors TBD	MEB-3103
GME Conference	1/12/2018	1:00 PM	5:00 PM	4	Refer to the program	MEB-1140
UME conference	1/26/2018	1:00 PM	5:00 PM	3.75	Refer to the program	MEB-1150

GME Conference
January 12, 2018
3.25 CME credit hours

Session	Date	Start Time	End Time	CME Hours	Presenters	Location
GME Conference	1/12/2018	1:00 PM	5:00 PM	4.0	Armando Meza, M.D. Thalia Martin, D.N.P., R.N., CPHQ Laura Gonzales, Ph.D.	MEB-1140

Time	Topic	Presenter
1:00 - 1:15 PM	Key Notes: Faculty Development in GME	Armando Meza, M.D.
1:15 – 2:00 PM	Quality Improvement in Health Care: An Overview	Thalia Martin, D.N.P., R.N., CPHQ
2:00 – 2:45 PM	Root Cause Analysis (RCA) in the Clinical Setting: User's Guide	Thalia Martin, D.N.P., R.N., CPHQ
2:45 – 3:15 PM	SWOT Methodology in GME	Armando Meza, M.D.
3:15 – 4:00 PM	Quality Improvement: Addressing Language Barriers in the Clinical Setting	Laura Gonzales, Ph.D.
4:00 – 4:45 PM	Sleep/Fatigue Assessment and Management: A Practical Guide	Armando Meza, M.D.
4:45 – 5:00 PM	Discussion	

UME Conference
January 26, 2018
3.75 CME credit hours

Session	Date	Start Time	End Time	CME Hours	Presenters	Location
UME Conference: Feedback and Assessment	1/26/2018	1:00 PM	5:00 PM	3.75	Richard Brower, M.D. Naomi Lacy, Ph.D. Karinn Chambers, M.D. Kathryn Horn, M.D. Maureen Francis, M.D. Silvina Tonarelli, M.D. Tanis Hogg, Ph.D.	MEB-1150

Time	Topic	Presenter
1:00 - 1:30 PM	The programmatic roles of formative and summative assessment	Richard Brower, M.D.
1:30 – 2:00 pm	The structure and function of feedback and assessment	Naomi, Lacy, Ph.D.
2:00 – 2:30 pm	The preparation of residents and fellows for participation in UME	Karinn Chambers, M.D.
2:30 – 2:40 pm	Break	
2:40 – 2:55 pm	How clinical faculty members can influence and participate in the UME program	Richard Brower, M.D.
2:55 – 3:25 pm	Cultivating the academic medical center learning environment	Kathryn Horn, M.D.
3:25 – 3:55 pm	Teaching and assessing professionalism	Maureen Francis, M.D.
3:55 – 4:00 pm	Break	
4:00 – 4:30 pm	Developing learning objectives and assessments for professionalism and personal professional development	Silvina Tonarelli, M.D. Maureen Francis, M.D.
4:30 – 5:00 pm	Incorporating special and transdisciplinary topics in UME	Tanis Hogg, Ph.D.

IFDC XVI Research Module

"Research across the Spectrum"
February 2, 2018
3.75 CME credit hours

Session	Date	Start Time	End Time	CME Hours	Presenters	Location
Research Across the Spectrum Conference	2/2/2018	1:00 PM	5:00 PM	3.50	Zuber D. Mulla, Ph.D., CPH Wendy Walker, Ph.D. Peter Thompson, M.D. David P. Cistola, M.D., Ph.D. Jennifer Salinas, Ph.D. Dolgor Baatar, M.D., Ph.D. David Snow, Ph.D.	MEB-1140

Time	Topic	Presenter
1:00 - 1:05 PM	Opening Remarks	Zuber D. Mulla, Ph.D., CPH
1:05– 1:35 PM	Basic Science Session	Wendy Walker, Ph.D.
1:35– 2:20 PM	Clinical Research Session	Peter Thompson, M.D.
2:20 – 2:50 PM	Translational Research Session	David P. Cistola, M.D., Ph.D.
2:50 – 3:00 PM	Break	
3:00 – 3:30 PM	Databases and Population-Based Research	Jennifer Salinas, Ph.D.
3:30 – 4:00 PM	Medical Education Scholarship	Dolgor Baatar, M.D., Ph.D.
4:00 – 4:45 PM	Research Commercialization	David Snow, Ph.D.
4:45 – 5:00 PM	Concluding Remarks; Participants' Survey	Zuber D. Mulla, Ph.D., CPH

"Writing Workshop"
Laura Gonzales, Ph.D., and Lucía Durá, Ph.D.
February 23, 2018
3.50 CME credit hours

Session	Date	Start Time	End Time	CME Hours	Presenters	Location
Writing Workshop	2/23/2018	1:00 PM	5:00 PM	3.50	Laura Gonzales, Ph.D. Lucía Durá, Ph.D.	MEB-1150

Time	Topic	Presenter
1:00 - 1:10 PM	Opening remarks	Zuber Mulla, Ph.D., CPH, Sanja Kupesic Plavsic, M.D., Ph.D.
1:10 - 1:40 PM	Strategies for Increasing Writing Productivity	Laura Gonzales, Ph.D. Lucía Durá, Ph.D.
1:40 - 2:10 PM	Organizing/Communicating Complex Information Through Writing	Lucía Durá, Ph.D.
2:10 - 2:20 PM	Break	
2:20 - 3:20 PM	Structuring a Research Paper	Laura Gonzales, Ph.D.
3:20 - 3:50 PM	Finding Publication Venues	Laura Gonzales, Ph.D. Lucía Durá, Ph.D.
3:50 - 4:00 PM	Break	
4:00 - 4:30 PM	Troika consultation: A Structure for Reer Review	Lucía Durá, Ph.D.
4:30 - 5:00 PM	Addressing Reviewer Feedback	Laura Gonzales, Ph.D. Lucía Durá, Ph.D.

Session	Date	Start Time	End Time	CME Hours	Presenter	Location
Biomedical Statistics (Without Tears) for the Beginner	2/7/2018	4:00 PM	5:00 PM	1	Zuber Mulla, Ph.D., CPH	MEB-1140
Basic Data Analysis Using OpenEpi	2/7/2018	5:00 PM	6:00 PM	1	Zuber Mulla, Ph.D., CPH	MEB-1140
Reading and Analyzing Scientific Articles				0	Online	
Managing a Lab or Research Team				0	Online	
The ABCs of Writing a Seed-Grant Proposal				0	Online	
Defining and Developing a Research Project				0	Online	
Principal Investigators' Intellectual and Fiscal Responsibilities				0	Online	
Intellectual Property				0	Online	
Retention and Access to the Research Data				0	Online	
PLFSOM/TTUHSC El Paso Policies and Required Compliance Training				0	Online	
Research Ethics and Research Misconduct				0	Online	

IFDC XVI Clinical Skills/Simulation Module

Session	Date	Start Time	End Time	CME Hours	Presenter	Location
How to Organize Simulation Sessions	2/28/2018	1:00 PM	2:30 PM	1.5	Sanja Kupesic, M.D., Ph.D.	MEB-3103
Role of Debriefing	2/28/2018	2:45PM	3:45PM	1.00	Sanja Kupesic, M.D., Ph.D.	MEB-3103
Introduction to ATACS Regulations and Documentation	2/28/2018	3:45PM	4:15PM	.50	Sanja Kupesic, M.D., Ph.D.	MEB-3103
ATACS Center Equipment	2/28/2018	4:15PM	5:00PM	0	Hector Aranda	MEB-3103
Workshop on Harvey Simulator and Echocardiography	3/14/2018	4:00 PM	6:00 PM	2	Hoi Ho, M.D.	MEB-3103
Workshop on Central Nervous System Examination Skills	3/21/2018	4:00 PM	5:00 PM	1	Alberto Maud, M.D.	MEB-1140
Workshop on Female Pelvic Exam and Pap Smear	3/28/2018	4:00 PM	5:00 PM	1	Sanja Kupesic, M.D., Ph.D.	MEB-3103
Workshop on Ultrasound of Obstetrics and Gynecology	3/28/2018	5:00 PM	6:00 PM	1	Sanja Kupesic, M.D., Ph.D.	MEB-3103
Workshop on Telemedicine	4/4/2018	4:00 PM	5:00 PM	1	Donovan Rojas	MEB-3103

"Quality Improvement in Clinical Simulation"
April 6, 2017
3.75 CME credit hours

Time	Topic	Presenter
1:00 – 1:05 PM	Opening Remarks	Sanja Kupesic Plavsic, M.D., Ph.D.
1:05 – 2:05 PM	What is Quality Assurance Performance Improvement?	Sadhana Chheda, M.D.
2:05 – 2:35 PM	Understanding Patient Safety and High Reliability Organizations	Kim Sparks, J.D., R.N., CPHRM
2:35 – 3:05 PM	Root Causes Analysis: A Critical Review	Heidi Lynn, M.D.
3:05 – 3:15 PM	Break	
3:15 – 4:00 PM	Overview of Quality Improvement and Dissecting Quality Measures	Lisa Ayoub-Rodriguez, M.D.
4:00 – 5:00 PM	Brief Overview of QI Tools: Process Mapping and Key Driver Diagrams	Lisa Ayoub-Rodriguez, M.D.

IFDC XVI Leadership Development Module

Session	Date	Start Time	End Time	CME Hours	Presenter	Location
Workshop: How to Prepare for Tenure and Promotion	5/2/2018	4:00 PM	5:00 PM	0	KoKo Aung, M.D., M.P.H., CPH, FACP	MEB-1140
Workshop: Faculty Academic Performance	5/2/2018	5:00 PM	6:00 PM	1	Sanja Kupesic, M.D., Ph.D.	MEB-1140
Workshop: Principles of Negotiation and Conflict Resolution, Professionalism, and Teambuilding	5/9/2018	4:00 PM	6:00 PM	2	Herb Janssen, Ph.D.	MEB-3103
Faculty Mentoring: Principles of Effective Mentoring; Responsibility and Accountability	5/23/2018	4:00 PM	6:00 PM	2	Sanja Kupesic, M.D., Ph.D.	MEB-3103

"Tips for Faculty Success"
May 11, 2018
3.0 CME credit hours

Session	Date	Start Time	End Time	CME Hours	Presenters	Location
Tips for Faculty Success Conference	5/11/2018	1:00 PM	5:00 PM	3.0	Tips from Department Chairs, Center Directors and Institutional Leadership	MEB-1150

Time	Topic	Presenter
1:00 - 1:10 PM	Opening Remarks	Sanja Kupesic, M.D., Ph.D. Zuber Mulla, Ph.D., CPH
1:10– 1:40 PM	Tips for Faculty Success	KoKo Aung, M.D., M.P.H., CPH
1:40 – 2:10 PM	Enhancing Basic Science Faculty Success	Munmun Chattopadhyay, Ph.D. Rajkumar Lakshmanaswamy, Ph.D.
2:10 – 2:40 PM	Enhancing Clinical Faculty Success	Richard McCallum, M.D., Laura Cashin, D.O.
2:40 – 3:00 PM	Break	
3:00 – 3:30 PM	Enhancing Medical Education Faculty Success	Dale Quest, Ph.D., Jorge Cervantes, M.D., Ph.D.
3:30 – 4:00 PM	Enhancing Nursing Faculty Success	Penny Cooper, D.N.P., R.N., FNP-BC, William Scott, D.N.P., R.N., FAANP
4:00 – 4:30 PM	Discussion and Concluding Remarks	Sanja Kupesic, M.D., Ph.D. Zuber Mulla, Ph.D., CPH

ACADEMIC WRITING
PROJECTS

1. <u>"Intern Tips in OB GYN"</u>

    *   **Collaborative project with one faculty from Family and Community Medicine Department:**

        *   **Kupesic Plavsic S, Molokwu J. Intern Tips in OB GYN. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher, 2016**.

2. <u>"Intern Tips in Internal Medicine"</u>

    *   **Collaborative project with nine faculty from Family and Community Medicine, Internal Medicine, Neurology and OB GYN Departments:**
        Aragon L, Kupesic Plavsic S. Intern Tips in Internal Medicine. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher, 2017.

        *   **Lorenzo Aragon, M.D., FAAFP**
            Associate Professor
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        *   **Gaston G Berrios, M.D.**
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        *   **Pedro Blandon, M.D., FASN**
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- **Sanja Kupesic Plavsic, M.D., Ph.D.**
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- **Amanda M. Loya, Pharm.D.**
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- **Gustavo Rodriguez, M.D., FANA**
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- **Waseem Shami, M.D.**
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3. **"Urgent Procedures in Medical Practice"**

- **Collaborative project with twenty faculty from Internal Medicine, Family Medicine, OB-GYN, Pediatrics, Department of Orthopaedic Surgery and Rehabilitation, Surgery, Emergency Medicine, Anesthesiology, Neurology and Radiology Departments:**

  - **Kupesic Plavsic S. (Ed) Urgent Procedures in Clinical Practice. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher, 2017.**

    - **MAJ Craig Ainsworth**, M.D.
      Assistant Professor
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    - **Scott Crawford**, M.D.
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    - **Safa Farrag**, M.D.
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    - **Nicholas B. Hardin**, D.O.
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    - **Gilberto A. Gonzalez**, M.D.
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- **Silvia Villa-Royval**, M.D.
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4. <u>**Educational DVDs "Urgent Procedures in Medical Practice"**</u>
50 high –quality videos, duration 6 hours

   - **Urgent Procedures in Medical Practice; Edited by Sanja Kupesic Plavsic, M.D., Ph.D. London, Philadelphia, Panama New Delhi: Jaypee Publisher, 2017.**

5. <u>**"Intern Tips in Pediatrics"**</u>

   - **Collaborative project with eight faculty from Pediatrics, Psychiatry, and Orthopaedic Surgery and Rehabilitation Departments:**

      - **Peinado J, Villanos Maria Teresa, Kupesic Plavsic S. Intern Tips in Pediatrics. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher 2018 (in press).**

   - **Amr Abdelgawad, M.D.**
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6. **"Illustrated OB GYN Problems"**
   - **Collaborative project with fourteen faculty from OB GYN, Internal Medicine, Radiology, and Pathology Departments**

     ⬇ **Reddy SY, Mendez M, Kupesic Plavsic S. Illustrated OB GYN Problems. London, New Delhi, Panama City, Philadelphia: Jaypee Publisher 2018 (in press).**

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REVIEW ARTICLES

SPECIAL ISSUE OF THE US JOURNAL ON FACULTY DEVELOPMENT AND MENTORING DONALD SCHOOL JOURNAL OF ULTRASOUND IN OB-GYN 2014; 8(1)

Donald School
Journal of Ultrasound in
Obstetrics and Gynecology
(The official journal of the Ian Donald Inter-University
School of Medical Ultrasound)

ISSN: 0973-614X
eISSN: 0975-1912

Participating PLFSOM Faculty	Number of Faculty	Number of Residents	Research Coordinators/ Lead Analysts	Students

Family Medicine Department	6			
OB-GYN Department	4	1		
Anesthesia Department	1		1	
Internal Medicine Department	2			
Emergency Medicine Department	1			
Pediatrics	2			
Radiology	1	3		
Medical Education	1			1
ATACS			2	
Total (26)	**18**	**4**	**3**	**1**

FACULTY DEVELOPMENT

DISTANCE LEARNING TUTORIALS AND AV LECTURES
2016-17

Author	Distance Learning Tutorial/ AV Lecture Title	Year	Department	Comment
Ignacio Montoya, M.D.	POPQ Tutorial	2016	OB-GYN	
Sitratullah Maiyegun, M.D.	Child Maltreatment	2016	PED	
Mr. Andre De la Cruz	Cloud Storage	2016	FD	
Mr. Andre De la Cruz	Web-Based Interactive Modules With PowerPoint	2016	FD	
Mr. Eduardo Vazquez	Mobile Computing Platform	2016	FD	
Mr. Eduardo Vazquez	How to Prepare a Professional Poster Presentation	2016	FD	
Sanja Kupesic Plavsic, M.D., Ph.D.	Effective Clinical Teaching	2016	FD	
Sanja Kupesic Plavsic, M.D., Ph.D.	Principals of Adult Learning	2016	FD	
Sanja Kupesic Plavsic, M.D., Ph.D.	Feedback and Evaluation	2016	FD	
Armando Meza, M.D.	Next Accreditation System	2016	FD	
Peter Rotwein, M.D.	Reading and Analyzing Scientific and Medical Research	2016	FD	
Hoi Ho, M.D.	How to Prepare a Good Lecture	2016	FD	
Zuber D. Mulla, Ph.D.	Conducting an Evidenced-Based Journal Club	2016	FD	
Camara Jones, M.D.	Diversity Conference 2016	2016	Diversity	
Patricia Wickham (UTEP)	Organization Skills	2016	FD	Community Faculty Preceptor CME Dinner
Luis Noble, M.D.	Speaker at Community Faculty Preceptor CME Dinner	2016	FD	Community Faculty Preceptor CME Dinner
H. Davis, M.D.	Time Management	2016	FD	Community Faculty Preceptor CME Dinner

Charmaine Martin, M.D.	Integrating Medical Students into Practice	2016	FD	Community Faculty Preceptor CME Dinner
Julie Freischlag, M.D.	Career Satisfaction by Way of Resiliency	9/1/2016	Diversity	WIMS
Julie Freischlag, M.D.	Do We Have a Failure to Communicate?	9/2/2016	Diversity	WIMS
Elizabeth Tracey, M.S.	Managing Your Message	9/2/2016	Diversity	WIMS
Colleen Clancy, Ph.D.	Building and Negotiating an Academic Career	9/2/2016	Diversity	WIMS
Maureen Francis, M.D.	Feedback	9/2016	FD	
Koko Aung, M.D.	Understanding Systematic Reviews and Meta-Analysis	7/12/2016	FD	
Shaked Laks, M.D.	MSK Module	6/23/2016	Radiology	ACME
Sanja Kupesic-Plavsic, M.D., Ph.D., and J. Hector Aranda, B.S., CHSOS	Welcome to FDC and SharePoint	11/2/2016	FD	Faculty Development Course XV
Sanja Kupesic Plavsic, M.D., Ph.D.	Principals of Adult Learning/ Effective Clinical Teaching	11/9/2016	FD	Faculty Development Course XV
Alok Dwivedi, Ph.D.	Research - Manage Data	2016	FD	Research Conference
Zeina Nahleh, M.D.	Research - Clinical Trials	2016	FD	Research Conference
Paul Casner, M.D., Ph.D.	Research - Institutional Review Board	2016	FD	Research Conference
Navkiran Shokar, M.D., Ph.D.	Research - Study Development Design and Implementation	2016	FD	Research Conference
Irene Sarosiek, M.D., FACG	Research - Conducting Your Study	2016	FD	Research Conference
Jerzy Sarosiek, M.D., Ph.D., Ph.D.	Research - Defining Translational Research	2016	FD	Research Conference
Zuber D. Mulla, Ph.D.	The One Minute Preceptor	2016	FD	
Kathryn Horn, M.D.	Learners' Mistreatment	2017	FD	

Richard Brower, M.D.	Key Notes: The Programmatic Importance of Evaluation and Feedback	1/20/2017	FD	Feedback Conference 2017
Naomi Lacy, Ph.D.	Assessment in Medical Education	1/20/2017	FD	Feedback Conference 2017
Tanis Hogg, Ph.D.	Evaluation vs. Feedback	1/20/2017	FD	Feedback Conference 2017
Dolgor Baatar, M.D., Ph.D.	Feedback During Large Group Sessions	1/20/2017	FD	Feedback Conference 2017
Jennifer Molokwu, M.D.	Feedback During Small Group Sessions	1/20/2017	FD	Feedback Conference 2017
Thwe Htay, M.D.	Feedback During Clinical Skills Sessions	1/20/2017	FD	Feedback Conference 2017
Charmaine Martin, M.D.	Feedback on Psych Interview	1/20/2017	FD	Feedback Conference 2017
Maureen Francis, M.D.	Feedback During Walking Rounds/on the Ward	1/20/2017	FD	Feedback Conference 2017
Charmaine Martin, M.D.	Feedback in the Outpatient Clinic	1/20/2017	FD	Feedback Conference 2017
Stacey Milan, M.D.	Feedback in operating room	1/20/2017	FD	Feedback Conference 2017
David Briones, M.D.	Barriers to feedback	1/20/2017	FD	Feedback Conference 2017
Tammy Salazar, Ph.D.	Effect of positive and negative feedback on student's motivation	1/20/2017	FD	Feedback Conference 2017
Armando Meza, M.D.	Common and Institutional Program Requirements Overview	1/27/2016	FD	GME Conference 2017
Bill Mitchell, Ph.D.	Effective communication in stressful situations	1/27/2016	FD	GME Conference 2017
Melissa Mendez, M.D., Kathryn Horn, M.D., and Heidi Lynn, M.D.	Avoiding resident mistreatment	1/27/2016	FD	GME Conference 2017
Scott Crawford, M.D.	Effective resident recruitment and retention	1/27/2016	FD	GME Conference 2017

Radosveta Wells, M.D.	Disciplinary action and remediation	1/27/2016	FD	GME Conference 2017
Tara Gray, Ph.D.	Publish and Flourish	2/3/2017	FD	FDCXV: How to Write and Publish

ACME TUTORIALS

Teaching module: 15 Hours   **Clinical Skills/Simulation module:** 6 Hours
Research module: 14.5 Hours   **Leadership Development module:** 4 Hours

FDC Professionalism, Principles of Negotiation and Conflict Resolution – Herb Janssen, Ph.D. 5/24/2016	Leadership development	4
Thriving Amidst Chaos: Time Management Ideas that Work – Susan Johnson, M.D. (6/2015)	Teaching	1
Publishing a Research Paper – Paul Casner, M.D., Ph.D. 6/2014	Research	1
Ethical Issues in Clinical Research – Paul Casner, M.D., Ph.D. 6/2014	Research	1
Interactive tutorials – Sireesha Reddy, M.D. 3/2014	Teaching	1
Principles of Effective Feedback – Sireesha Reddy, M.D. 3/2014	Teaching	1
How to Write Multiple Choice Items – Sireesha Reddy, M.D. 3/2014	Teaching	1
How to Write Learning Objectives - Sireesha Reddy, M.D. 3/2014	Teaching	1
IRB – Paul Casner, M.D., Ph.D. 3/2014	Research	1
Principles of Adult Learning – Sireesha Reddy, M.D. 3/2014	Teaching	1
Effective Clinical Teaching – Sireesha Reddy, M.D. 2/2014	Teaching	1
Developing a Research Project – Peter Rotwein, M.D.	Research	.5
Managing a Research Team - Peter Rotwein, M.D.	Research	.5
Reading and Analyzing Scientific And Med Research Articles - Peter Rotwein, M.D.	Research	1
Research Misconduct - Raj Lakshmanaswamy, Ph.D.	Research	.5
TTUHSC El Paso Policies and Compliance - Raj Lakshmanaswamy, Ph.D.	Research	1
Intellectual Property - Raj Lakshmanaswamy, Ph.D.	Research	1

ABC of Grant Writing & Developing a Research Project - Peter Rotwein, M.D.	Research	1
How to Organize and Conduct Simulation Sessions - Sanja Kupesic Plavsic, M.D., Ph.D.	Clinical Skills	1
The Role of Debriefing – Sanja Kupesic Plavsic, M.D., Ph.D.	Clinical Skills	1

Feedback and Evaluation Conference - Teaching (7.75 hours)

Key Notes: The Programmatic Importance of Evaluation and Feedback – Richard Brower, M.D.	ACME Link
Assessment in Medical School – Naomi Lacy, Ph.D.	ACME Link
Evaluation versus Feedback – Tanis Hogg, Ph.D.	ACME Link
Feedback During Clinical Skills Sessions – Thwe Htay, M.D.	ACME Link
Feedback During Small Group Sessions – Jennifer Molokwu, M.D.	ACME Link
Feedback and the Highly Emotional Patient – Sarah Martin, M.D.	ACME Link
Giving Feedback in the Outpatient Setting – Charmaine Martin, M.D.	ACME Link
Feedback on the Wards at the Bedside - Maureen Francis, M.D.	ACME Link
Feedback in the Operation Room – Stacy Milan, M.D.	ACME Link
Barriers to Feedback – David Briones, M.D.	ACME Link
Effects of Positive and Negative Feedback on Student's Motivation – Tammy Salazar, Ph.D.	ACME Link
The Programmatic Roles of Formative and Summative Assessment- Richard Brower, M.D.	ACME Link
The Structure and Function of Feedback and Assessment – Naomi Lacy, Ph.D.	Kaltura Link
The Preparation of Residents and Fellows for Participation in UME – Karinn Chambers, M.D.	Kaltura Link
How Clinical Faculty Members Can Influence and Participate in the UME Program – Richard Brower, M.D.	Kaltura Link
Cultivating the Academic Medical Center Learning Environment – Kathryn Horn, M.D.	Kaltura Link
Teaching and Assessing Professionalism – Maureen Francis, M.D.	Kaltura Link
Developing Learning Objectives and Assessments for Professionalism and Personal Professional Development – Silvina Tonarelli, M.D., and Maureen Francis, M.D.	ACME Link
Incorporating Special and Transdisciplinary Topics in UMC –Tanis Hogg, Ph.D.	Kaltura Link

GME Conference - Teaching (8 Hours)

Common and Institutional Program Requirements - Overview – Armando Meza, M.D.	ACME Link
Disciplinary Action and Remediation – Radosveta Wells, M.D.	ACME Link
Avoiding Resident Mistreatment - Kathryn Horn, M.D., and Heidi Lynn, M.D.	ACME Link

Effective Resident Recruitment and Retention – Scott Crawford, M.D.	ACME Link
Key Notes: Faculty Development in GME – Armando Meza, M.D.	ACME Link
Quality Improvement in Health Care: An Overview – Thalia Martin, D.N.P., R.N., CPHQ	Kaltura Link
Root Cause Analysis (RCA) in the Clinical Setting: User's Guide - Thalia Martin, D.N.P., R.N., CPHQ	ACME Link
SWOT Methodology in GME – Armando Meza, M.D.	ACME Link
Quality Improvement: Addressing Language Barriers in the Clinical Setting – Lucía Durá, Ph.D.	ACME Link
Sleep/Fatigue Assessment and Management: A Practical Guide – Armando Meza, M.D.	ACME Link

Clinical Research Conference- Research (4 Hours)

Conducting Your Study-Research – Irene Sarosiek, M.D.	ACME Link
Defining Translational Research – Jerzy Sarosiek, M.D., Ph.D.	ACME Link
Clinical Trials – Research – Zeina Nahleh, M.D.	ACME Link
Institutional Review Board – Paul Casner, M.D., Ph.D.	ACME Link
Study Development, Design, and Implementation – Navkiran Shokar, M.D., Ph.D.	ACME Link
How to Start – Research – Richard McCallum, M.D.	ACME Link

Office-Based Research - Research (3.75)

National Ambulatory Medical Care Survey - Susan Watts, Ph.D.	ACME Link
Big Data in Research – Salvador Cruz, M.D.	ACME Link

Across-the-Spectrum Research (3.75)

Basic Science Session – Wendy Walker, Ph.D.	ACME Link
Clinical Research Session – Peter Thompson, M.D.	ACME Link
Translational Research Session – Ruth Perez, Ph.D.	ACME Link
Database and Population-Based Research – Jennifer Salinas, Ph.D.	Kaltura Link
Medical Education Scholarship – Dolgor Baatar, M.D., Ph.D.	ACME Link
Research Commercialization – David Snow, Ph.D.	ACME Link

Writing Research (3.50)

Strategies for Increasing Writing Productivity – Laura Gonzales, Ph.D., and Lucía Durá, Ph.D.	ACME Link

Organizing/Communicating Complex Information Through Writing - Lucía Durá, Ph.D.	
Structuring a Research Paper – Laura Gonzales, Ph.D.	
Finding a Publication Venues - Laura Gonzales, Ph.D., and Lucía Durá, Ph.D.	
Troika Consultation: A Structure for Peer Review- Lucía Durá, Ph.D.	
Addressing Reviewer Feedback - Laura Gonzales, Ph.D., and Lucía Durá, Ph.D.	

IPE - Clinical Skills (8 hours)

Key Notes: Why IPE Is Needed – S. Kupesic Plavsic, M.D., Ph.D.	ACME Link
Interprofessional Education With Clinical Simulation: Diabetes and Pregnancy – S Arya, M.D.	ACME Link
Institutional Resistance to Interprofessional Education – S. Crawford, M.D.	ACME Link
Attitudes Toward in IPE: Readiness for Interprofessional Learning Scale (RIPLS) – Z. D. Mulla, Ph.D.	ACME Link
Interprofessional Education Training - Bringing Different Perspectives – M. Mendez, M.D., and S. Crawford, M.D.	ACME Link
Core Competencies for Interprofessional Collaborative Practice – M. Francis, M.D.	ACME Link
Assessment of Ethics and Professionalism in IPE – A. Meza, M.D.	ACME Link
Creation of Innovative Teaching/Learning Material for Simulation in IPE – S. Crawford, M.D.	ACME Link
Opportunities in Interprofessional Education in Practice – P. Cooper, D.N.P.	ACME Link
Simulation-Enhanced Interprofessional Education – S. Monk, Ph.D.	ACME Link
What is Quality Assurance Performance Improvement? – Sadhana Chheda, M.D.	ACME Link
Understanding Patient Safety and High Reliability Organizations – Kim Sparks, J.D., R.N., CPHRM	ACME Link
Root Cause Analysis: A Critical Review – Heidi Lyn, M.D.	ACME Link
Overview of Quality Improvement and Dissecting Quality Measures – Lisa Ayoub-Rodriguez, M.D.	Kaltura Link
Brief Overview of QI Tools: Process Mapping and Key Driver Diagrams - Lisa Ayoub-Rodriguez, M.D.	ACME Link

How to Recruit, Develop, and Retain Distinguished Faculty - Leadership Development (3.50 hours)

How to Recruit, Develop, and Retain Distinguished Faculty: President's Perspective – Richard Lange, M.D., M.B.A.	[Kaltura Link](#)
Key Recruitment Strategies – Cindy Camarillo	[Kaltura Link](#)
Market Your Institution – Ashley Marchena and Liz Wilby	[Kaltura Link](#)
The Cost of Turnover: Appreciation Via Compensation and Benefits – Sue Fuciarelli, CFO, and Frank Stout, VP for Operations	[Kaltura Link](#) [Kaltura Link](#)
Retention Methods: -New Faculty Orientation – Cindy Camarillo -Providing Development Opportunities – Sanja Kupesic Plavsic, M.D., Ph.D. -Faculty Mentoring – Zuber D. Mulla, Ph.D., CPH -GME: Instilling a Positive Culture – Armando Meza, M.D. -Does Diversity Matter? – Melissa Mendez, M.D. -Does Gender Matter? – Kathryn Horn, M.D. -Identifying Employees at Risk – Sireesha Reddy, M.D., and Lisa Hartman, M.D.	 [Kaltura Link](#) [Kaltura Link](#) [Kaltura Link](#) [Kaltura Link](#) [Kaltura Link](#) [Kaltura Link](#) [Kaltura Link](#)
Developing a Retention Plan: -How to Recruit and Retain Medical Education Faculty – Richard Brower, M.D. -Importance of Recognition by Institution and Peers – Raj Lakshmanaswamy, Ph.D., and Munmun Chattopadhyay, M.Sc, Ph.D. -Role of Community – Manuel Schydlower, M.D. -Perspective of Faculty – Jennifer Molokwu, M.D.	 [Kaltura Link](#) [Kaltura Link](#) [Kaltura Link](#) [Kaltura Link](#)

Tips for Faculty Success - Leadership Development (3.50 hours)

Tips for Faculty Success – KoKo Aung, M.D., M.P.H., CPH	[Kaltura Link](#)
Enhancing Basic Science Faculty Success – Munmun Chattopadhyay, Ph.D., and Rajkumar Lakshmanaswamy, Ph.D.	[ACME Link](#) [Kaltura Link](#)
Enhancing Clinical Faculty Success – Richard McCallum, M.D., and Gustavo Jose Rodriguez, M.D.	[Kaltura Link](#) [Kaltura Link](#)
Enhancing Medical Education Faculty Success – Dale Quest, Ph.D., and Jorge Cervantes, M.D., Ph.D.	[ACME Link](#) [ACME Link](#)
Enhancing Nursing Faculty Success – Penny Cooper, D.N.P., R.N., FNP-BC, and William Scott, D.N.P., R.N., FAANP	[ACME Link](#) [Kaltura Link](#)

Author	Distance Learning Module Title	Year	Conference
Paul Casner, M.D.	Research - Institutional Review Board	2016	Research Conference
Alok Dwivedi, Ph.D.	Research - Manage Data	2016	Research Conference

Irene Sarosiek, M.D., FACF	Research - Conducting your study	2016	Research Conference
Jerzy Sarosiek, M.D., Ph.D.	Research - Defining Translational Research	2016	Research Conference
Zeina Nahleh, M.D.	Research - Clinical Trials	2016	Research Conference
Navkiran Shokar, M.D., M.P.H.	Research - Study Development Design and Implementation	2016	Research Conference
Kathryn Horn, M.D.	Learner Mistreatment	2017	FD
Bill Mitchell, Ph.D.	Effective Communication in Stressful Situations	1/27/2016	GME Conference 2017
Scott Crawford, M.D.	Effective Resident Recruitment and Retention	1/27/2016	GME Conference 2017
Melissa Mendez, M.D.; Kathryn Horn, M.D.; Heidi Lynn, M.D.	Avoiding Resident Mistreatment	1/27/2016	GME Conference 2017
Armando Meza, M.D.	Common and Institutional Program Requirements - Overview	1/27/2016	GME Conference 2017
Radosveta Wells, M.D.	Disciplinary Action and Remediation	1/27/2016	GME Conference 2017
Dolgor Baatar, M.D., Ph.D.	Feedback During Large Group Sessions	1/20/2017	Feedback Conference 2017
David Briones, M.D.	Barriers to Feedback	1/20/2017	Feedback Conference 2017
Richard Brower, M.D.	Key Notes: the Programmatic Importance of Evaluation and Feedback	1/20/2017	Feedback Conference 2017

Charmaine Martin, M.D.	Feedback on Psych Interview	1/20/2017	Feedback Conference 2017
Charmaine Martin, M.D.	Feedback in the Outpatient Clinic	1/20/2017	Feedback Conference 2017
Tanis Hogg, Ph.D.	Evaluation vs. Feedback	1/20/2017	Feedback Conference 2017
Thwe Htay, M.D.	Feedback During Clinical Skills Sessions	1/20/2017	Feedback Conference 2017
Naomi Lacy, Ph.D.	Assessment in Medical Education	1/20/2017	Feedback Conference 2017
Maureen Francis, M.D.	Feedback During Walking Rounds/on the Ward	1/20/2017	Feedback Conference 2017
Stacey Milan, M.D.	Feedback in the Operating Room	1/20/2017	Feedback Conference 2017
Jennifer Molokwu, M.D., M.P.H.	Feedback During Small Group Sessions	1/20/2017	Feedback Conference 2017
Tammy Salazar, Ph.D.	Effect of Positive and Negative Feedback on Students' Motivation	1/20/2017	Feedback Conference 2017
Sanja Kupesic Plavsic, M.D., Ph.D.	How to Organize and Conduct Clinical Simulation Sessions	3/01/2017	CS module
Sanja Kupesic Plavsic, M.D., Ph.D.	The Role of Debriefing	3/01/2017	CS module

VIDEO PRODUCTION

Procedural Skills Workshop Recordings: Recorded 8 different procedural skills of students and proctors.	Maureen Francis, M.D., and Karla Salamanca	Bootcamp	6	11/2016
Preventing Disruptive Behavior: Recorded 25 different scenarios demonstrating ways to communicate effectively and professionally.	Herb Janssen, Ph.D.	Conflicts and Resolutions	25	11/2016
Professionalism: Recorded 3 different scenarios on how to communicate with patients and how to be an effective mediator during conflict resolution.	Herb Janssen, Ph.D.	Used in his professionalism lecture	4	5/2016
Preceptors and Community Partners	E. Lee Rosenthal, Ph.D.	SCI	1	5/2018
Pathology of Diabetes	Cynthia Perry, Ph.D.	Student lectures	1	5/2018
Lipoprotein Metabolism and Disorders of Lipoprotein Metabolism	Cynthia Perry, Ph.D.	Student lectures	1	5/2018
Biochemistry of Diabetes and Obesity	Cynthia Perry, Ph.D.	Student lectures	1	6/2018
Human Macrophage Polarization in the Response to Mycobacterium Leprae DNA	Jorge Cervantes, M.D., Ph.D.	Poster presentation	1	5/2018
Introduction to Big Data: Online lecture for nursing course (GNUR5324)	Penny Cooper, D.N.P., R.N., FNP-BC	Online course	1	1/2018

Programming/Applications

Upcoming Applications:

1.   Learning Management System (LMS)

2.   Presentation Evaluation Tool

3.   Hospital Inpatient Public Use Data File (PUDF) Queries and Reports

4.   Scheduling System for Standardized Patients

FACULTY DEVELOPMENT
DISTANCE LEARNING TUTORIALS AND AV LECTURES
2013-15

OB-GYN Departmental Faculty Development Program

OB-GYN Audiovisual Lecture Recordings

Faculty	Lecture Title
Kayla Castaneda, RN	Hereditary Gynecologic Cancer
Sanja Kupesic Plavsic, M.D., Ph.D.	Infertility 1/Infertility 2/Infertility 3
Heidi Lyn, M.D.	Breast Mass
Veronica Mallett, M.D.	Anatomy of the Pelvic Floor in Women
Veronica Mallett, M.D.	Urologic Injuries in Gynecologic Surgeries
Ignacio Montoya, M.D.	Pelvic Organ Prolapse
Zuber D. Mulla, Ph.D.	CREOG Review: Biostatistics

OB GYN Interactive Tutorials

Author	Title	Link
S. Kupesic Plavsic, M.D., Ph.D.	Abnormal Reproductive Age Vaginal Bleeding	ACME Link
	Anatomy of the Pelvic Floor in Women	ACME Link
	Bleeding in Pregnancy	ACME Link
	Congenital Uterine Anomalies	ACME Link
	Diabetes in Pregnancy	ACME Link
	Gestational Trophoblastic Disease	ACME Link
	Ultrasound Assessment of Female Infertility	ACME Link
	Congenital Uterine Anomalies	ACME Link
	Diabetes in Pregnancy	ACME Link
	Gestational Trophoblastic Disease	ACME Link
	Ultrasound Assessment of Female Infertility	ACME Link
	IUD Complications	ACME Link

	Pelvic Pain	[ACME Link](#)
	Postpartum Fever	[ACME Link](#)
	Postmenopausal Vaginal Bleeding	[ACME Link](#)

FAMILY AND COMMUNITY MEDICINE
Departmental Faculty Development Program

Family and Community Medicine Audiovisual Lecture Recordings

Faculty	AV Recording Lecture Title
Lorenzo Aragon, M.D.	Chest Pain
Rebecca Campos, M.D.	E-Learning Implementation
Arthur Islas, M.D.	Heat and the Wilderness Athlete
Arthur Islas, M.D.	Lightning
Arthur Islas, M.D.	Cold Exposure
Arthur Islas, M.D.	High Altitude
Jennifer Molokwu, M.D.	Diabetes Management
Jennifer Molokwu, M.D.	Dyslipidemia Overview
Oscar Noriega, M.D.	Anemia
Oscar Noriega, M.D.	Obesity
Oscar Noriega, M.D.	Dermatology in Primary Care
Oscar Noriega, M.D.	Pruritus
Oscar Noriega, M.D.	GI Disorders
Oscar Noriega, M.D.	Asthma
Oscar Noriega, M.D.	Medical Interview
Eribeth K. Penaranda, M.D.	Health Care Maintenance

Navkiran Shokar, M.D.	A Guide to the ECG
Mary C. Spalding, M.D.	Urinary Incontinence
Michael Watson, M.D.	Perineal Repair
Michael Watson, M.D.	Annual Faculty Review Survey

Radiology Departmental Faculty Development Program

Radiology Audiovisual Lecture Recordings

Faculty	Lecture Title
Edmundo Calleros-Macias, M.D.	CT Imaging of Acute Abdomen
Jesus Diaz, M.D.	Nuclear Radiology Basics

Radiology Interactive Tutorials

Author	Title	Link
Shaked Laks, M.D.	MSK Module 1A Arthritis	ACME Link

Other Achievements:

- The Office of Faculty Development has played a crucial role in CME's successful ACCME provisional accreditation (February 2015).

- In collaboration with the Center for Advanced Teaching and Assessment in Clinical Simulation (ATACS), the Office of Faculty Development, the CME Office, and participants of previous FDCs, TTUHSC El Paso hosted the fifth annual Clinical Simulation Conference in October 2017.

Digital Measures Tool (2013-Present)

Description	Users	Role
A web-based extension tool of the Digital Measures database. FD lead analysts obtained a web service account that allows us to extract data from the database and create meaningful reports and import capabilities into Word documents.	Faculty Affairs and Faculty Development staff	To support faculty in completing their profiles. To provide technical support on how to navigate, enter data, and run reports. The Digital Measures fool allows faculty to run completion reports of their profiles and import their data to the 2016 Faculty Evaluation Report.

Functionalities
- Faculty can run completion reports of their DM progress in regard to entered data.
- Department chairs can run completion rates on their respective faculty or for the entire department.
- Faculty can export their 2016 Faculty Evaluation forms.
- Faculty Affairs and Faculty Development can run completion reports for faculty or by department.

Implementation

- More than 60 workshops were organized across the TTUHSC El Paso campus (on average 5 per department) to facilitate implementation of Digital Measures.

Faculty Development Event Calendar (2015-Present)

Description	Users	Role
A web application calendar embedded on the TTUHSC El Paso Faculty Development website; the calendar displays upcoming events hosted by Faculty Development, facilitates registration and tracks hours for our Faculty Development Course participants.	Faculty and Faculty Development	To assist with Faculty Development Courses. This application was created for faculty and FDC participants to view the schedule online and for other faculty to register for events. The applications also track hours accumulated by FDC participants.

Functionalities
- Lead analysts can run reports on individual participant to view accumulated hours in each track: Teaching, Leadership, Clinical Skills, and Research.
- Track attendance for each event.
- TTUHSC El Paso faculty and outside physicians can register for events.

ATACS Language Tool (2015-Present)

Description	Users	Role
A web application that assists medical students with their Spanish speaking skills when interacting with Standardized Patients (SP).	Medical students and Faculty Development staff	An application that contains a set of questions in Spanish and English. Medical students can click on either question and listen to the question in that particular language. The voice-overs and questions are provided by Sanja Kupesic Plavsic, M.D., Ph.D., Sandra Lopez, M.D., and Karla Salamanca (MSC coordinator). The application can be utilized for other clerkship/residency programs (e.g., internal medicine, pediatrics, etc.).

Functionalities

- Medical students can click and listen to the question in Spanish and English.
- Medical stduents can select from a set of cases, each with its own questions pertaining to the case.

Distant Learning Modules (Work in Progress)

Description	Users	Role
Distant learning modules open to PLFSOM faculty and eventually to the public to view a wide range of medical content in video format.	TTUHSC El Paso faculty and medical health professionals	The Office of Faculty Development recorded and produced various sessions with faculty on clinical skills and faculty development. A repository of highly informative lectures from FDC classes, conferences, and faculty was created. It's important to the vision of Faculty Development that they are assessable to all faculty members. The application is currently in development.

Functionalities

- Faculty can select a variety of videos or presentations pertaining to their area of expertise.
- The module will have pre- and post-test modules, depending on the content.

Teamwork Assessment (2015-Present)

Description	Users	Role
A survey targeting teams to evaluate individual collaboration efforts. The application is available online and as a mobile app.	Any user	Survey application: the user rates a series of questions and a statement is produced based on the score they received.

Functionalities

- The user rates each question from 1 to 3.
- The user clicks "Score" after completing all questions.