

# OFFICE OF FACULTY DEVELOPMENT

## METRICS FOR THE 2017-2021 PLFSOM STRATEGIC PLAN

Goal 6. To foster a diverse community of outstanding faculty who enhance the reputation of the school and quality of services to the local community and region

* 1. **Provide development opportunities that align with individual faculty career goals.**
		1. **Create a positive work environment by investing in professional development.**
			+ 4.5 Faculty Professional Development

In 2003 Paul L. Foster SOM established a comprehensive faculty development program and successfully sustained it for the last 18 years. Institutional Faculty Development Course (IFDC) competency-oriented curriculum consists of four domains: teaching, scholarship, clinical skills, and leadership development. The program is successfully conducted by the Associate and Assistant Deans for Faculty Development, Dr. Sanja Kupesic Plavsic and Dr. Zuber D. Mulla. Faculty development is the primary responsibility of these individuals, and they have sufficient time for this responsibility (80% vs. 70% of their time). Refer to the organizational chart of the Office of Faculty Development (OFD) below. The Office of Faculty Development also has four full-time staff members including two lead analysts who assist in executing the mission of the Office.



The purpose of the institutional faculty development program is to foster the growth of our faculty to reach their maximum potential in aspects of teaching, scholarship and leadership, upon which each department or academic unit can build a discipline-specific program of faculty development (departmental faculty development program), according to their needs assessment. The institutional faculty development program has six elements:

1. Institutional Faculty Development Course (IFDC),
2. Leadership Development Academy (LDA),
3. Writing Interest Group (WIG),
4. “Need to Know” (NTK) grand rounds series for continuous faculty development; (
5. Institutional Faculty Mentoring Program (IFMP), and
6. Community Faculty and Preceptors’ Development Program.

Report of faculty development activities by department is presented on pages 2 – 5.

***2017 SMART Metric: Faculty development activity report by department***

* 1. **Institutional Faculty Development Course (IFDC)**

Participation by Department (2017 – to the Present)

**IFDC Participants/Rooster**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Department** | **IFDC-15** | **IFDC -16** | **IFDC -17** | **IFDC -18** | **Total** |
| Community/WBAMC | 1 | 1 |  | 1 | 3 |
| Emergency Medicine |  | 1 |  |  | 1 |
| Family Medicine | 2 |  | 2 | 1 | 5 |
| Internal Medicine |  | 1 |  |  | 1 |
| Medical Education | 3 | 3 |  | 3 | 9 |
| Molecular and TranslationalMedicine | 1 |  | 1 |  | 2 |
| Neurology | 2 |  |  |  | 2 |
| Nursing/GGHSON | 1 | 1 |  |  | 2 |
| OB/GYN | 1 | 3 | 1 |  | 5 |
| Orthopaedic Surgery | 1 | 1 | 1 |  | 3 |
| Pathology |  |  | 1 |  | 1 |
| Pediatrics | 1 | 1 | 4 | 3 | 9 |
| Psychiatry |  | 1 | 2 | 1 | 4 |
| Radiology |  | 1 |  |  | 1 |
| Surgery/Ophthalmology | 1 | 1 | 3 | 3 | 8 |
| **Total** | **14** | **15** | **15** | **12** | **56** |

**Non-FDC Participants**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Department** | **FDC-15** | **FDC-16** | **FDC-17** | **FDC-18** | **Total** |
| Business Affairs | 1 |  |  |  | 1 |
| Community/WBAMC | 19 | 13 | 10 | 3 | 45 |
| Dental |  |  | 1 |  | 1 |
| Emergency Medicine | 2 | 2 | 2 | 2 | 8 |
| Family Medicine |  |  | 1 |  | 1 |
| GME |  | 1 |  | 1 | 2 |
| IA | 1 |  |  |  | 1 |
| Internal Medicine | 10 | 10 | 16 | 18 | 54 |
| Library |  |  | 1 |  | 1 |
| Medical Education | 9 | 2 | 9 | 6 | 26 |
| Molecular and Translational Medicine | 5 | 3 | 3 | 3 | 14 |
| Neurology | 1 |  |  | 6 | 7 |
| Nursing/GGHSON | 2 |  | 6 |  | 8 |
| OB/GYN | 2 | 2 | 3 | 2 | 9 |
| OIRE |  |  | 1 |  | 1 |
| Orthopaedic Surgery | 1 |  |  |  | 1 |
| Pathology | 2 |  |  |  | 2 |
| Pediatrics | 5 | 9 | 5 | 7 | 26 |
| Provost |  |  | 2 | 1 | 3 |
| Psychiatry | 3 | 9 | 3 | 5 | 20 |
| Radiology | 1 |  |  | 1 | 2 |
| Surgery/Ophthalmology | 1 | 1 |  | 2 | 4 |
| **Total** | **65** | **52** | **63** | **57** | **237** |

* 1. Leadership Development Academy (LDA)

**Participation by Department (2019-2020)**

|  |  |
| --- | --- |
| **Department** | **2019-2020** |
| Anesthesiology | 1 |
| Dental | 1 |
| Emergency Medicine | 1 |
| Family Medicine | 1 |
| Internal Medicine/TM | 1 |
| Medical Education | 1 |
| Molecular and Translational Medicine | 1 |
| Neurology | 1 |
| Nursing | 3 |
| OIRE | 2 |
| Pathology | 1 |
| **Total** | **14** |

* 1. Writing Interest Group (WIG)

**Participation by Department (2017 – to the Present)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Department** | **2017** | **2018** | **Total** |
| Internal Medicine | 1 | 1 | 2 |
| Medical Education | 1 |  | 1 |
| Nursing |  | 1 | 1 |
| OB/GYN | 4 | 2 | 4 |
| Orthopaedic Surgery | 1 |  | 1 |
| Pediatrics | 1 | 2 | 3 |
| Psychiatry | 2 |  | 2 |
| **Total** | **10** | **6** | **14** |

* 1. Need to Know Grand Rounds Series (NTK)

**Participation by Department (2017 – to the Present)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Department** | **2017** | **2018** | **2019** | **2020** | **Total** |
| Community | 1 | 19 | 8 |  | 28 |
| Emergency Medicine |  | 2 | 3 | 3 | 5 |
| Family Medicine | 2 | 1 |  |  | 3 |
| General Counsel |  |  |  | 1 | 1 |
| Internal Medicine | 11 | 6 | 13 | 19 | 37 |
| Internal Medicine/TM | 1 |  |  |  | 1 |
| Medical Education | 7 | 3 | 4 | 4 | 13 |
| Molecular and Translational Medicine | 1 | 2 | 3 | 1 | 5 |
| Neurology | 4 |  | 2 |  | 6 |
| Nursing |  | 1 |  |  | 1 |
| OB/GYN | 6 | 2 | 2 | 2 | 7 |
| OB/GYN/TM |  |  |  | 1 | 1 |
| Orthopaedic Surgery |  | 2 | 1 |  | 3 |
| Pathology | 1 | 1 | 2 | 1 | 3 |
| Pediatrics | 12 | 6 | 6 | 3 | 19 |
| Provost |  | 1 | 1 | 1 | 3 |
| Psychiatry | 3 | 3 | 3 | 6 | 12 |
| psychiatry/TM | 1 |  |  |  | 1 |
| Quality Improvement | 2 | 1 | 2 |  | 2 |
| Radiology | 2 |  |  |  | 2 |
| Surgery |  | 1 | 2 |  | 2 |
| Surgery/Ophthalmology/TM |  | 1 |  |  | 1 |
| **Total** | **54** | **52** | **52** | **42** | **156** |

Institutional Faculty Mentoring Program, IFMP

Outcomes by Department (2-year program)

**IFMP 2016-2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mentees** | **Mentee’s****Department** | **Mentors** | **Mentor’s****Department** | **Area of Focus** |
| Sushila Arya, MD | OB GYN | Sanja Kupesic Plavsic MD, PhD | OB-GYN | Teaching, Research |
| Zuber Mulla, PhD | OB-GYN | Research |
| Safa Farrag, MD | Internal Medicine | Sanja Kupesic Plavsic MD, PhD | OB-GYN | AcademicTeaching |
| Zeina Nahleh, MD | InternalMedicine | Research |
| Brad Bryan, PhD | Biomedical Sciences | Zeina Nahleh, MD | Internal Medicine | Research |
| Stormy Monks, PhD | EM | Susan Watts, PhD | EM | Research |
| Dolgor Bataar, PhD | Med Ed | Thomas Gest, PhD | Med Ed | Research Teaching |
| Jesus Diaz, MD | Radiology | Richard McCallumn, MD | Internal Medicine | Research |
| Silvina Tonarelli, MD | Psychiatry | Irene Sarosiek, MD, PhD | Internal Medicine | Research |

IFMP 2019-2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mentees** | **Mentee’s****Department** | **Mentors** | **Mentor’s****Department** | **Area of Focus** |
| Jessica Chacon, PhD | Medical Education | Herb Janssen, PhD | Medical Education | Teaching Academic |
| Irene Sarosiek, MD | Internal Medicine | Research |
| Sushma Reddy Yerram, MD | Neurology | Silvina Tonarelli, MD | Psychiatry | Academic Research |
| Sitratullah Maiyegun, MD | Pediatrics | Hamisu Salihu, MD, PhD | Fam. & Comm. Med, Baylor College ofMedicine | Research |

* + 1. **Strengthen faculty expertise through support of comprehensive and individualized professional development opportunities**
* 4.5 Faculty Professional Development

Every year the OFD conducts an anonymous survey to identify faculty development programming needs, and introduce changes and improvements into the institutional faculty development program. Based on the results of the survey, the OFD launched online learning courses and personalized FD program. Each participant interested in enrolling in IFDC is asked to provide a CV and brief professional/career development plan describing their 5-year professional aspirations for teaching, research, service and clinical practice (if appropriate). Associate and Assistant Deans for Faculty Development review faculty’s resume and plan and propose the specific goals of the faculty development program that will assist in reaching those plans. A set of activities is proposed to be undertaken to achieve these specific goals. Faculty performance and progress are assessed to ensure the improvement of the specific skills (e.g., teaching and assessment skills, paper and grant writing skills, etc.), scholarship/research productivity, academic, and public service, and clinical practice (if applicable). Working along with faculty and department/division chairs in faculty career coaching helps to identify faculty’s short and long term goals, the perception of their career development and advancement, and assess overall satisfaction with work-life balance.

In collaboration with the Department of Molecular and Translational Medicine, Grant Writing and IRB Offices and the CME Office, the OFD organizes grant and scientific/educational paper writing workshops. In collaboration with the Office of Faculty Affairs and the Office of Faculty Wellness, the OFD organizes professional career, and leadership development seminars, while in collaboration with the Office for Community Outreach the OFD organizes networking events with community physicians/faculty. The OFD continues to provide tools needed to successfully navigate PLFSOM faculty academic careers, such as online courses on adult learning and noon face-to-face sessions and/or teleconferences on technology assisted education. A comprehensive online curriculum in Canvas learning management system and ACME (Asynchronous CME) platform consisting of interactive presentations, podcasts, screencasts, and video-recorded sessions was developed to assist PLFSOM faculty in meeting unique challenges in maintaining high standards in content creation and presentation of their teaching material. AV recordings of FD sessions and teleconferences are posted online, and open to all TTUHSC ELP full- and part-time faculty, including the community physicians and preceptors.

The OFD continues with the implementation of the Departmental Faculty Development Program (DFDP) to enhance the quality of undergraduate and graduate medical education, improve clinical skills and competencies of the faculty and facilitate the development of research/scholarship projects at the departmental level. Its goal is to promote the individual and departmental research and scholarly productivity, improve academic writing skills, and assist the faculty in developing the web- based learning tools. The OFD supported transition to online during COVID-19 pandemic by enhancing transformation of the existing teaching material of the PLFSOM faculty into the online courses.

The Personalized Faculty Development Program is a novel approach offered by the OFD to improve 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. Refer to the outcomes of the IFMP and personalized FD program (Appendix pages 31 - 41).

***2017 SMART Metric:***

PLFSOM accredited CME faculty development programs by type and department (2017 to present)

|  |  |
| --- | --- |
|  | **CME credit hours** |
| **FD Program** | **FDC-15** | **FDC-16** | **FDC -17** | **FDC -18** | **Total** |
| FDC | **560.25** | **699.25** | **832** | **752.5** | **2844** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Department** | **FDC-15** | **FDC-16** | **FDC-17** | **FDC-18** | **Total** |
| Community | 99.5 | 91.75 | 49 | 43 | 283.25 |
| Emergency Medicine | 6.75 | 54 | 7.5 | 11.5 | 79.75 |
| Family Medicine | 60.5 | 0 | 51.25 | 37.25 | 149 |
| Family Medicine/TM | 0 | 0 | 63.25 | 0 | 63.25 |
| GME | 0 | 4 | 0 | 3.75 | 7.75 |
| Internal Medicine | 63.75 | 53.75 | 101.75 | 101.5 | 320.75 |
| Internal Medicine/TM | 22.25 | 5 | 23 | 37.25 | 87.5 |
| Medical Education | 68 | 90.5 | 37 | 159.75 | 355.25 |
| Neurology | 58.25 | 0 | 0 | 22.5 | 80.75 |
| OB/GYN | 31.25 | 131.5 | 55 | 26.75 | 244.5 |
| Orthopaedic Surgery | 19.75 | 35.25 | 29 | 0 | 84 |
| Pathology | 6.75 | 0 | 35.75 | 0 | 42.5 |
| Pediatrics | 40.75 | 49.5 | 133.5 | 113.5 | 337.25 |
| Pediatrics/TM | 28 | 41.5 | 33.75 | 0 | 103.25 |
| Psychiatry | 10.5 | 72.5 | 96 | 80 | 259 |
| psychiatry/TM | 3.5 | 0 | 0 | 20.5 | 24 |
| Radiology | 3.5 | 36.5 | 0 | 4 | 44 |
| Surgery | 37.25 | 3 | 31.75 | 65.25 | 137.25 |
| Surgery/Ophthalmology | 0 | 0 | 0 | 26 | 26 |
| Surgery/Ophthalmology/TM | 0 | 30.5 | 44.75 | 0 | 75.25 |
| Surgery/TM | 0 | 0 | 39.75 | 0 | 39.75 |
| **Total number of CME credit hours** | **560.25** | **699.25** | **832** | **752.5** | **2844** |

|  |  |
| --- | --- |
|  | **CME credit hours** |
| **FD Program** | **2017** | **2018** | **2019** | **2020** | **Total** |
| LDA |  |  | 156 | 57 | 213 |
| NTK | 69 | 59 | 60 | 47 | 235 |
| **Total** | 69 | 59 | 216 | 104 | 448 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Department** | **2017** | **2018** | **2019** | **2020** | **Total** |
| **LDA** |  |  |  |  |  |
| Anesthesiology |  |  | 15 | 6 | 21 |
| Emergency Medicine |  |  | 15 | 6 | 21 |
| Family Medicine |  |  | 15 | 6 | 21 |
| Internal Medicine/TM |  |  | 15 | 6 | 21 |
| Medical Education |  |  | 12 | 6 | 18 |
| Molecular and Translational Medicine |  |  | 15 | 3 | 18 |
| Neurology |  |  | 15 | 3 | 18 |
| OB/GYN |  |  | 30 | 9 | 39 |
| Office of President |  |  | 9 | 6 | 15 |
| Pathology |  |  | 15 | 6 | 21 |
| **NTK** |  |  |  |  |  |
| Community | 1 | 19 | 8 | 0 | 28 |
| Emergency Medicine | 0 | 2 | 3 | 3 | 8 |
| Family Medicine | 2 | 1 | 0 | 0 | 3 |
| Internal Medicine | 13 | 9 | 15 | 23 | 60 |
| Internal Medicine/TM | 1 | 0 | 0 | 0 | 1 |
| Medical Education | 12 | 5 | 6 | 4 | 27 |
| Molecular and Translational Medicine | 1 | 2 | 3 | 1 | 7 |
| Neurology | 5 | 0 | 2 | 0 | 7 |
| OB/GYN | 11 | 5 | 5 | 4 | 25 |
| OB/GYN/TM | 0 | 0 | 0 | 1 | 1 |
| Orthopaedic Surgery | 0 | 2 | 1 | 0 | 3 |
| Pathology | 1 | 1 | 2 | 1 | 5 |
| Pediatrics | 15 | 6 | 7 | 3 | 31 |
| Provost | 0 | 1 | 2 | 1 | 4 |
| Psychiatry | 4 | 4 | 4 | 6 | 18 |
| psychiatry/TM | 1 | 0 | 0 | 0 | 1 |
| Radiology | 2 | 0 | 0 | 0 | 2 |
| Surgery | 0 | 1 | 2 | 0 | 3 |
| Surgery/Ophthalmology/TM | 0 | 1 | 0 | 0 | 1 |
| **Total number of CME credit hours** | **69** | **59** | **216** | **104** | **448** |

* + 1. **Develop strategies that enable faculty to focus on being highly productive in their core academic activities (clinical service, research and scholarship, teaching, or academically-related public service).** LCME Links:

4.5 Faculty Professional Development

Table below illustrates number of faculty development contact hours offered within each core academic activity (teaching, research/scholarship and leadership/academically related public services) from 2017 to the present. Scholarly productivity by the OFD related to each core academic activity is illustrated on pages 43 – 52.

Faculty development contact hours offered within each core academic activity (2017 to present)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **FDC** | **LDA** | **NTK** | **WIG** | **Total** |
| **Clinical Service** | **2** |  | **4** |  | **6** |
| Conference | 1 |  |  |  | 1 |
| Workshop | 1 |  | 4 |  | 5 |
| **Clinical Skills and Simulation** | **19** |  |  |  | **19** |
| Online Course | 19 |  |  |  | 19 |
| **Leadership** | **33** | **7** | **7** |  | **47** |
| Conference |  |  | 6 |  | 6 |
| Online Course | 19 |  |  |  | 19 |
| Project | 1 |  |  |  | 1 |
| Workshop | 13 | 7 | 1 |  | 21 |
| **Research/Scholarship** | **26** |  |  | **16** | **42** |
| Conference | 2 |  |  |  | 2 |
| Online Course | 10 |  |  |  | 10 |
| Workshop | 14 |  |  | 16 | 30 |
| **Teaching** | **123** |  | **3** |  | **126** |
| Conference | 29 |  | 2 |  | 31 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Online Course | 33 |  |  |  | 33 |
| Project | 3 |  |  |  | 3 |
| Workshop | 58 |  | 1 |  | 59 |
| **Total** | **203** | **7** | **14** | **16** | **240** |

* 1. **Cultivate a work environment that enhances retention of outstanding faculty.**
		1. **Retain highly valued faculty by implementing programs that recognize faculty.**

LCME Links:

* + - * 4.1 Sufficiency of Faculty
			* 4.4 Feedback to Faculty

The Office of Faculty Development encourages the IFDC and IFMP participants to foster professional relationships among the participants and course faculty (instructors/proctors/facilitators.) These contacts may be utilized as resources supporting their academic responsibilities in teaching, research, scholarship and administrative roles. A total of six (6) faculty mixers and dinners were scheduled from 2017 to now.

***2017 SMART Metric: Number of faculty led mixers, journal clubs, and panel discussions***

**Mixers and Dinners Organized by the OFD (2017 - Present)**

|  |  |
| --- | --- |
|  | **Attendees** |
| 2/15/2017 | 19 |
| 6/7/2017 | 23 |
| 7/13/2017 | 14 |
| 6/6/2018 | 45 |
| 2/6/2019 | 23 |
| 5/22/2019 | 50 |

**Mixers/Dinners Dates**

The Office of Faculty Development hosts journal clubs and panel discussions for faculty. A total of 20 panel discussions were hosted between 2017 to the present.

Journal Clubs and Panel Discussions Organized by the OFD (2017 - Present)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(Date** | **Presentation** | **CME****Credit** | **PLFSOM****Attendees** | **Community Physicians** |
| **2/03/2017** | How to write and publish a scientificpaper | 3.25 | 26 | 2 |
| **7/11/2017** | Running an Effective Journal Club | 1 | 22 | 1 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Presentation** | **CME****Credit** | **PLFSOM****Attendees** | **Community****Physicians** |
| **1/26/2018** | UME Conference: Feedback andAssessment | 3.75 | 21 | 1 |
| **2/02/2018** | Research across the spectrum | 3.75 | 22 | 1 |
| **2/23/2018** | Writing Workshop | 3.50 | 30 | 1 |
| **4/06/2018** | Quality Improvement in ClinicalSimulation | 3.75 | 12 | 2 |
| **5/11/2018** | Tips for Faculty Success | 3 | 27 | 4 |
| **1/11/2019** | Strengthening Community Ties | 3 | 27 | 2 |
| **1/25/2019** | Best Practices of TechnologyAssisted and Online Learning | 4.50 | 36 | 1 |
| **2/08/2019** | Turning clinical work to scholarship How to succeed as Me Ed Scholar | 3.50 | 25 | 1 |
| **2/15/2019** | Writing Interest Group (WIG) | 4 | 16 | 2 |
| **2/22/2019** | Writing Skills Rhetoric of Medicine:Opportunities for Interprofessional Scholarship | 3.50 | 8 | 0 |
| **3/01/2019** | Quality Improvement in Clinical Simulation | 3.75 | 17 | 2 |
| **5/01/2019** | Faculty Burnout and Resilience and Faculty Wellness ProgramConflict resolution and negotiation | 4 | 20 | 0 |
| **5/10/2019** | Retaining and recruiting retiredfaculty | 3 | 12 | 1 |
| **11/22/2019** | UME Seminar | 4 |  |  |
| **1/24/2020** | Exploring & Creating Opportunities for Community-Engaged & Community-Based Participatory Research in the Paso del NorteRegion and Beyond | 3.75 | 24 | 2 |
| **1/31/2020** | Teaching Today’s Leaner’s: Are YouReady? | 3.75 | 14 | 2 |
| **2/14/2020** | Critical Research Skills: IRBSubmissions, Databases, and More | 3.5 | 18 | 0 |
| **2/21/2020** | Writing Interest Group (WIG) | 3.75 | 21 | 1 |

One of the faculty development course objectives is to help participants become effective teachers and presenters. Each IFDC participant is required to create and present an oral and/or teleconference presentation. The oral presentation exercise (application of knowledge) consists of the creation of presentation on two topics, one of the participants’ choice and one from a pre-selected topic list (2017 – 2018) or his/her choice on a discipline/specialty specific topic (2019). A well-structured comprehensive and timely feedback is provided by the IFDC faculty and their peers (IFDC participants.)

 **Application of Knowledge Exercises of IFDC Participants (2017 – Present):**

**IFDC 16 Oral Presentation (2017)**

|  |  |
| --- | --- |
| Number of Participants | Number of Presentations |
| 14 | 28 |

**IFDC 17 Oral Presentation (2018)**

|  |  |
| --- | --- |
| Number of Participants | Number of Presentations |
| 18 | 36 |

**IFDC 18 Oral Presentation (2019)**

|  |  |
| --- | --- |
| Number of Participants | Number of Presentations |
| 14 | 14 |

One of the IFDC objectives is to help participants become effective teachers and presenters. Each participant is required to create and upload one online learning presentation/module. Technical assistance is provided by the eLearning Innovation Team (eLIT) of the OFD. Online projects are evaluated and a constructive feedback is provided by the instructors and faculty of the Teaching Block/Module and the IFDC peers. Some of the online presentations created by IFDC participants remain active and are utilized for the UME and GME education (e.g., Dr. Genrich’s and Dr. Khin’s online modules.)

**IFDC 18 Learning Management System, Online Canvas project Total of 14 online learning presentations** (2020)

|  |  |  |
| --- | --- | --- |
| **Course** | **Full Name** | **Term** |
| V1\_IFDC Online\_Chacon, Jessica | Chacon, Jessica | Faculty Development – El Paso |
| V2\_IFDC Online\_Delgado, Fabrizzio | Delgado, Fabrizzio | Faculty Development – El Paso |
| V3\_IFDC Online\_Dhar, Abhishek | Dhar, Abhishek | Faculty Development – El Paso |
| V4\_IFDC Online\_Genrich, Colby | Genrich, Colby | Faculty Development – El Paso |
| V5\_IFDC Online\_Khin, Ei | Khin, Ei | Faculty Development – El Paso |

|  |  |  |
| --- | --- | --- |
| V6\_IFDC Online\_Longhurst, Melanie | Longhurst, Melanie | Faculty Development – El Paso |
| V7\_IFDC Online\_Ng, Grace | Ng, Grace | Faculty Development – El Paso |
| V8\_IFDC Online\_Nino, Diego | Nino, Diego | Faculty Development – El Paso |
| V9\_IFDC Online\_Prieto, Robert | Prieto, Robert | Faculty Development – El Paso |
| V10\_IFDC Online\_Singh, Ajay | Singh, Ajay | Faculty Development – El Paso |
| V11\_IFDC Online\_Walker, Sarah | Walker, Sarah | Faculty Development – El Paso |
| V12\_IFDC Online\_Wang, Annie | Wang, Annie | Faculty Development – El Paso |
| V14\_IFDC Online\_Scully, Shawna | Scully, Shawna | Faculty Development – El Paso |

One of the IFDC objectives is to help participants become effective teachers and presenters. Each participant is required to complete one research or scholarship project proposal. The proposals are reviewed by the IFDC Research Block/Module instructors and/or faculty.

Research/Scholarship

**IFDC 18 Research/Scholarship Project Proposal (2020)**

|  |  |
| --- | --- |
| Number of Participants | Number of Research Proposals |
| 12 | 12 |

* + 1. **Create a family-friendly workplace by supporting a healthy work-life balance.**

LCME Links:

* + - * 3.5 Learning Environment/Professionalism

***2017 SMART Metric: Number of work-life balance educational offerings and number of available support programs***

The Office of Faculty Development held three (3) number of work-life balance education offerings.

**Work-Life Balance Faculty Development Offerings (2017 – Present)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Presentation** | **CME****Credit** | **Attendees** | **Community****Physicians** |
| **5/11/2018** | Tips for Faculty Success | 3 | 27 | 4 |
| **5/01/2019** | Faculty Burnout and Resilience andFaculty Wellness Program | 2 | 20 | 0 |
| **10/4/2019** | Peace Building and Wellness Program | 3 | 23 | 0 |

**GOAL 7. Address the needs of our socially and culturally diverse region by encouraging community engagement by our faculty, staff, and students**.

**7.1 Encourage PLFSOM students, faculty and staff participation in community engagement activities within our PLFSOM mission**.

* + 1. **Promote faculty engagement with the El Paso community that meets the PLFSOM triumvirate mission (medical education, clinical service, and community based research)**

LCME Links:

* + - * 3.3 Diversity/Pipeline Programs and Partnerships
			* 3.5 Learning Environment/Professionalism
			* 4 .2 Scholarly Productivity
			* 6 .7 Academic Environments

***2017 SMART Metric: Establish expectation and metrics for number of activities***

Number of community physicians participating in FDC and NTK grand rounds series (2017 – Present)

|  |  |
| --- | --- |
| **FDC** | **Number of Community Physicians** |
| FDC-15 | 20 |
| FDC-16 | 14 |
| FDC-17 | 10 |
| FDC-18 | 4 |
| **Total** | **43** |

|  |  |
| --- | --- |
| **Year** | **NTK** |
| 2017 | 1 |
| 2018 | 19 |
| 2019 | 8 |
| **Total** | **28** |

**PLFSOM faculty and staff participation in research/scholarship supported by the OFD (2017 to Present)**

|  |  |  |  |
| --- | --- | --- | --- |
| **AY** | **Number of Studies** | **Number of PLFSOM Faculty****Collaborators** | **Number of PLFSOM Staff** |
| 2017 | 9 | 29 | 1 |
| 2018 | 20 | 32 | 1 |
| 2019 | 5 | 17 | 5 |
| 2020 | 6 | 20 | 10 |

**Faculty Engaged Research Supported by the OFD (2017 – Present)**

Current and Completed IRB-Approved Studies with the Office of Faculty (OFD), 2017 to Present.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IRB****Number** | **Title** | **OFD Personnel** | **Non-OFD****TTUHSC EP Collaborators (Affiliation)** | **Approval Status** | **Project Period** |
| E20004 | Evaluation of the impact of theLeadership Development Academy on the acquisition of leadership skills | Sanja Kupesic Plavsic, Zuber D.Mulla, Marco A. Rodriguez, Eduardo Vazquez | Oliana Alikaj-Fierro (OIRE), Julie Blow(OIRE), Christiane Herber-Valdez (OIRE) | Exempt | 08/26/19 to Present |
| E20124 | Impact of an institutional faculty development course on professionalsuccess | Sanja Kupesic Plavsic, Zuber D. Mulla, Nadia C. Rocha, Marco A.Rodriguez, Eduardo Vazquez | Christiane Herber-Valdez (OIRE) | Exempt | 05/12/20 to Present |
| E21013 | Assessing the quality of faculty development courses on eLearning | Sanja Kupesic Plavsic, Zuber D. Mulla, Nadia C. Rocha, EduardoVazquez | Valerie Paton (Office of the Provost) | Exempt | 08/31/20 to Present |
| E17004 | Interprofessional Education & Collaborative Practice: Diabetes and Pregnancy | Sanja Kupesic Plavsic, Zuber D. Mulla | Melissa Mendez (PLFSOM), Sushila Arya (PLFSOM), Scott Crawford (PLFSOM), Stormy Monks (PLFSOM),Dale Quest (PLFSOM) | Completed | 09/28/16 to05/01/20 |
| E19046 | Evaluating the performance of a low cost mobile phone attachmentmicroscope | Zuber D. Mulla | Jorge Cervantes (PLFSOM), Cynthia Perry (PLFSOM) | Completed | 04/21/20 |

**(Continued). Current and Completed IRB-Approved Studies with the OFD, 2017 to the Present.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IRB Number** | **Title** | **OFD Personnel** | **Non-OFD****TTUHSC EP Collaborators (Affiliation)** | **Approval Status** | **Project Period** |
| E18154 | An Evaluation on the Texas Tech University HealthSciences Center El Paso Faculty Development Course and Mentoring Program | Sanja Kupesic Plavsic, Zuber D. Mulla | Cynthia Ogaz (Office of CME) | Exempt | 08/31/18to 11/14/18 |
| E18076 | Intrauterine Device Misplacement Rate and Uterine Morphology Based on 3-DimensionalTransvaginal Ultrasonography | Sanja Kupesic Plavsic, Zuber D. Mulla | Sushila Arya (PLFSOM), Tracy N. Nguyen (PLFSOM) | Completed | 03/13/18to 11/22/19 |
| E17059 | Outcomes of Women Delivering at Very Advanced Maternal Age: A Statewide Analysis | Sanja Kupesic Plavsic, Zuber D. Mulla | Sushila Arya (PLFSOM) | Completed | 02/27/17to09/27/18 |
| E17046 | Sonographic features of adenomyosis | Sanja Kupesic Plavsic, Zuber D. Mulla | Sushila Arya (PLFSOM) | Completed | 01/05/17to 09/28/18 |
| E17061 | Role of Pelvic Ultrasound Simulation | Sanja Kupesic Plavsic, Zuber D. Mulla | Sushila Arya (PLFSOM) | Completed | 02/28/17to 08/25/17 |
| E18144 | Fetal Surgeries in Texas:An Epidemiological Analysis of a Statewide Database | Sanja Kupesic Plavsic, Zuber D. Mulla | Indu S. Pathak (PLFSOM) | Exempt | 08/01/18to09/10/20 |
| E16122 | Ovarian Torsion in Children | Sanja Kupesic Plavsic, Zuber D. Mulla | Indu S. Pathak (PLFSOM) | Completed | 06/21/16to06/29/18 |
| E16104 | Assessing Inter-rater Agreement Between Standardized Patients during OSCEs: A Quality Assurance Project | Sanja Kupesic Plavsic, Zuber D. Mulla |  | Completed | 05/30/18 |
| E19160 | Effect of change in posture on maternal blood pressure measurements | Zuber D. Mulla | Yvette Jiang (PLFSOM) | Closed to accrual | 09/23/19to Present |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IRB Number** | **Title** | **OFD Personnel** | **Non-OFD****TTUHSC EP Collaborators****(Affiliation)** | **Approval Status** | **Project Period** |
| E09080 | Germs, Sperm, and Chocolate: Novel Risk Factors for Preeclampsia? | Zuber D. Mulla | Ramaswami Kalamegham(PLFSOM), Bahij Nuwayhid (PLFSOM), Elizabeth Portugal(PLFSOM) | Completed | 02/14/17 |
| E12117 | Development and Application of a Multispectral Digital Colposcope and ProbeAlgorithm for Detection of Cervical Intraepithelial Neoplasia | Zuber D. Mulla | Harvey Greenberg (PLFSOM), Salvador Saldivar (PLFSOM) | Completed | 10/24/12 to07/06/18 |
| E16048 | Incidence of Chorioamnionitis at a LargeTeaching Hospital on the Texas-Mexico Border | Zuber D. Mulla | Janine James (PLFSOM), Christopher Petr (PLFSOM) | Completed | 01/22/16 to11/16/17 |
| E16146 | Joint Effect of Paternal and Maternal Age onthe Risk of Preeclampsia. | Zuber D. Mulla | Lisa E. Moore (PLFSOM),Christopher Ortiz (PLFSOM) | Completed | 08/16/16 to03/15/18 |

The Office of Faculty Development is collaborating with Dr. Salinas in data collection and data management. The Office of Faculty Development is mentoring two faculty members in the Department of Psychiatry in regards to research and research administration. Other services that are being provided include assistance with study management and the recruitment of subjects. Future services that will be provided in regard to this project include data analysis support and assistance in drafting scholarly publications.

OFD Faculty and Staff Support of the Grants/State Line Items

|  |  |  |
| --- | --- | --- |
| **Faculty Name** | **Grant** | **AY** |
| Jennifer J. Salinas MSW, PhD Assistant ProfessorMolecular and Translational Medicine | CPRIT Scholar in Obesity-Related Cancer Research | 2019 - 2020 |
| Sarah Martin, MD Assistant Professor Department of Psychiatry | Texas Child Mental Health Care Consortium (Senate Bill 11)TX-YDSRN Youth Depression and SuicideResearch Network | 2020 |



* + 1. **(Research Mission) Provide opportunities for PLFSOM faculty to learn about and implement community based/community engaged research.**

LCME Links:

* Community of Scholars/Research Opportunities
* 4 .2 Scholarly Productivity

Community Preceptors Development Program for Improved Teaching and Mentoring Skills is a program geared toward community-based faculty preceptors with the aim to ensure greater uniformity in the clinical training of our students and residents. El Paso has a large, professionally diverse medical community, and many 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 must participate in an annual review of these topics as a term for continued participation. This process is implemented and monitored by the Offices of Faculty Affairs and Community Outreach.

In addition to free access to the Teaching Physician website, community faculty and preceptors have free access to all the face-to-face activities and online courses organized and created by the Office of Faculty Development. Teaching effectiveness of community faculty is continuously evaluated by student evaluations after each rotation. The community faculty member is provided with these evaluations as a means of performance modification. Community physicians are also invited to collaborate in scholarly activities related to community engagement activities.

Faculty Development Program for Community Physicians

To better prepare the newly-recruited volunteer faculty for supervising, precepting and assessing students of the PLFSOM, the Office of Faculty Development collaborates with the Office for Outreach and Community Engagement and with the Office of Continuing Medical Education (CME), the department of Medical Education, clinical departments and the Office of Student Affairs to implement a faculty development program for these faculty members.

A community faculty appreciation dinner was held on April 25, 2019, to recognize community physicians for their community faculty service.

7 – 7:15 pm:

Welcome – Richard Lange, MD

Office for Outreach Community Engagement, Introduction – Jose Manuel de la Rosa Faculty Development Programs – Sanja Kupesic Plavsic, MD, PhD

 7:15 – 8:00 pm:

LCME presentation - Richard Brower, MD

Society, Community, and the Individual (SCI) - Tanis Hogg, PhD Clerkships - Maureen Francis, MD

***2017 SMART Metric: Number of faculty participating in community engaged research and scholarship***

**Community based/community engaged workshops organized by the OFD**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date of the workshop** | **Title of the workshop** | **Number of community****faculty/physicians** | **Number of PLFSOM****faculty** | **Number of CME****hours** |
| 01/11/2019 | Strengthening Community Ties | 2 | 27 | 3 |
| 01/24/2020 | Exploring & Creating Opportunities for Community- Engaged & Community-Based Participatory Research in the Paso del Norte Region andBeyond | 2 | 24 | 3.75 |

**Community Engaged Research and Scholarship supported by the OFD**

(2017 – Present)

|  |  |  |  |
| --- | --- | --- | --- |
| **AY** | **Number of Studies** | **Number of PLFSOM Faculty Collaborators** | **Number of Community Physicians** |
| 2017 | 4 | 7 | 4 |
| 2018 | 2 | 4 | 2 |
| 2019 | 1 | 2 | 1 |
| 2020 | 1 | 2 | 1 |

*\*Faculty participated in multiple studies and were for multiple years*

Scholarly Productivity (Academic Writing) Including PLFSOM Faculty and Community Physicians (2017 – Present)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scholarly Activity****AY** | **Book** | **Number of PLFSOM****Faculty** | **Number of Community****Physicians** | **Number of Chapters** | **Number of Mentees** |
| 2017 | *Illustrated Obstetrics**Gynecology Problems* | 17 | 5 | 60 | 2 |
| 2017 | *Urgent Procedures in**Clinical Practice* | 17 | 3 | 50 | 2 |
| 2017 | *Intern Tips in Internal**Medicine* | 11 | 1 | 12 | 2 |

\*Refer to Prelims on pages 15 – in Appendix

OFD Support, Mentoring and Collaboration Including PLFSOM Faculty and Community Physicians

(2017 – Present)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AY** | **Number of FDC Graduates** | **Scientific Articles, Abstracts and Posters** | **Number of PLFSOM Faculty Collaborators** | **Number of Community Physicians** | **Number of PLFSOM****Staff** |
| 2017 | 1 | 1 | 3 | 1 |  |
| 2019 | 2 | \*8 | \*8 | \*10 |  |

*\* One PLFSOM faculty and one community physician collaborated in multiple scholarly activates.*

OFD Research/Scholarship Collaboration, Support and Mentoring Of the Community Physicians and PLFSOM Faculty (2017 – Present)

 **Department of Surgery Original scientific articles:**

* + - 1. Clapp, B., C. D. Devemark, R. Jones, C. Dodoo, I. Mallawaarachchi & A. Tyroch (2019a) Comparison of perioperative bariatric complications using 2 large databases: does the data add up? Surgery for obesity and related diseases : official journal of the American Society for Bariatric Surgery, 15, 1122-1131.
			2. Clapp, B., W. Klingsporn, B. Harper, I. L. Swinney, C. Dodoo, B. Davis & A. Tyroch (2019b) Utilization of Laparoscopic Colon Surgery in the Texas Inpatient Public Use Data File (PUDF). JSLS : Journal of the Society of Laparoendoscopic Surgeons, 23, e2019.00032.
			3. Clapp, B., E. Wicker, R. Jones, M. Schenk, I. Swinney, C. Dodoo & A. Tyroch (2019c) Where are sleeves performed? An analysis of inpatient versus outpatient databases in a large state. Surgery for obesity and related diseases : official journal of the American Society for Bariatric Surgery, 15, 1066-1074.

Abstracts and Posters:

1. “Concomitant hiatal hernia repair with sleeve gastrectomy: a 5 year analysis of the Texas Public Use Data File.” Benjamin Clapp MD, Katherine Aguirre PhD, Isaac Lee MD, Ashtyn Barrientes, Christina Alvara, Evan Liggett MD, Alan Tyroch MD. Abstract submitted to the American Society of Metabolic and Bariatric Surgeons. Nov 2019. Las Vegas, NV.
2. “Disparities in access to bariatric surgery in Texas 2013-2017: an analysis of the Texas Public Use Data File.” Benjamin Clapp MD, Brittany Harper MS, Evan Liggett MD, Cong Phan, Ashtyn Barrientes, Michael Cutshall MD, Alan Tyroch MD. Abstract submitted to the American Society of Metabolic and Bariatric Surgeons. Nov 2019. Las Vegas, NV.
3. “Trends in bariatric surgery in Texas: an analysis of a statewide administrative database 2013-2017.” Benjamin Clapp MD, Brittany Harper MS, William Klingsporn MD, Evan Liggett MD, Ashtyn Barrientes, Isaac Lee MD, Alan Tyroch MD. Abstract submitted to the American Society of Metabolic and Bariatric Surgeons. Nov 2019. Las Vegas, NV.
4. “How many sleeve gastrectomies are done at non-accredited centers in

Texas?” Benjamin Clapp MD, Brittany Harper MS, Michael Cutshall MD, Stephen Moreland MS, Christina Alvara, Isaac Lee MD, Alan Tyroch MD. Abstract submitted to the American Society of Metabolic and Bariatric Surgeons. Nov 2019. Las Vegas, NV.

1. “Barriers to bariatric surgery in Texas and its border counties.” Benjamin Clap MD, Brittany Harper MS, Russel Lolly, Carlos Lodeiro, Loc-Uyen Vo, Jesus Gamez MD, Dave Devemark MD, Alan Tyroch MD. Poster presented at the Minimally Invasive Surgery Symposium, Las Vegas, NV. 2/26/19

OFD Research/Scholarship Support and Mentoring

**Of PLFSOM and Community Physicians Collaborative Research (2017 – Present)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AY** | **Number of FDC****Graduates** | **Scientific Articles, Abstracts, and Posters** | **Number of PLFSOM Faculty Collaborators** | **Number of Community Physicians** | **Number of PLFSOM****Staff** |
| 2017 | 2 | 10 | 17 | 7 |  |
| 2018 | 2 | 6 | 12 | 3 | 2 |
| 2019 | 6 | 8 | 18 | 1 | 3 |
| 2020 | 4 | 8 | 12 | 1 | 7 |

Current and Completed IRB-Approved Studies with the OFD And Community Participants/Physicians (2017 – Present)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IRB****Number** | **Title** | **OFD Personnel** | **Non-OFD TTUHSC EP****Collaborators****(Affiliation)** | **Approval Status** | **Closure or Completion Date** |
| E17019 | Perception and physicianpreference of male OBGYN’s in a town on the US-Mexicoborder | Zuber D. Mulla | Melissa Mendez (PLFSOM),Michael G. Domina | Closed toaccrual | 10/26/16 toPresent |
| E13066 | Descriptive Epidemiology of Cervical Cancer in a Large County on the Texas-MexicoBorder | Zuber D. Mulla | Michele Follen (PLFSOM), Leonid Fradkin | Completed | 04/26/13 to01/31/17 |
| E12117 | Development and Application of a Multispectral Digital Colposcope and Probe Algorithm for Detection of Cervical IntraepithelialNeoplasia | Zuber D. Mulla | Harvey Greenberg (PLFSOM), Salvador Saldivar (PLSOM) | Completed | 10/24/12 to07/06/18 |
| E14011 | Hospital Outcomes of Robotic vs. Laparoscopic Hysterectomy: A StatewideAnalysis | Zuber D. Mulla | Sandra Lopez (PLFSOM), Salvador Saldivar (PLFSOM) | Completed | 09/27/13 to08/25/17 |

**7.2.8 (Clinical Mission) Offer educational sessions led by PLFSOM staff on healthcare access.**

***2017 SMART Metric:* Number of community members attending educational sessions**

From 2017 to the present 28 community members attended faculty development “Need to Know” grand rounds series. During the same period 43 community physicians participated in FDC sessions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NEED TO KNOW GRAND ROUNDS** | **2017** | **2018** | **2019** | **2020** |
| Community physicians | 1 | 19 | 8 | - |
| **FDC** | **FDC 15** | **FDC 16** | **FDC 17** | **FDC 18** |
| Community physicians | 20 | 14 | 10 | 4 |

The OFD organized educational sessions led by PLFSOM faculty and staff on teaching procedural skills in simulation/skills environment. This collaboration between 17 PLFSOM faculty and three community physicians resulted in publication of a book and DVD on “Urgent Procedures in Clinical Practice”. Similar collaboration in academic writing was achieved with the textbook on Illustrated OB-GYN Problems, edited by Drs. Reddy and Mendez (in collaboration with five community physicians and 17 PLFSOM faculty) and Intern Tips in Internal Medicine (one community physician in collaboration with 11 PLFSOM faculty). Please refer to the Prelims of the books/DVD in Appendix (from page 53).

Scholarly Productivity (Academic Writing) Including PLFSOM Faculty and Community Physicians (2017 – Present)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scholarly Activity****AY** | **Book** | **Number of PLFSOM****Faculty** | **Number of Community****Physicians** | **Number of Chapters** | **Number of Mentees** |
| 2017 | *Illustrated Obstetrics**Gynecology Problems* | 17 | 5 | 60 | 2 |
| 2017 | *Urgent Procedures in**Clinical Practice* | 17 | 3 | 50 | 2 |
| 2017 | *Intern Tips in Internal**Medicine* | 11 | 1 | 12 | 2 |

\*Refer to Prelims on pages 15 – in Appendix

In collaboration with the Chief Informatics Officer, Dr. Diego de La Mora, the OFD created a comprehensive online course in Canvas learning management system on Telemedicine and Telehealth visits. The course was completed by 34 faculty, who were awarded with 92 CME credit hours.

In January and February 2020, the OFD was collaborating with the Office of Community Outreach, GME Office, Pediatrics, Internal Medicine, OB-GYN and Family and Community Medicine residency program leadership on the creation of the workshops on social determinants of health. The activity was interrupted due to COVID-19 pandemic.

Faculty Development Teaching/Clinical Service

**Telemedicine and Tele-Health Visits** (Canvas Course **(**2020) 4 CME credits) Enrollment: 34 participants

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Section** | **POST\_Initiat ing a Telehealth Consultation****(27481)** | **Date** | **Hour** | **Assignment** | **Current** | **Atte mpts** | **Status** |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, andTelepharmacy Consultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 95 | 4/4/2020 | 1:39pm | POST\_Initiating a Telehealth Consultation | 95/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 95 | 4/9/2020 | 4:20pm | POST\_Initiating a Telehealth Consultation | 95/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 84.29 | 4/6/2020 | 2:37pm | POST\_Initiating a Telehealth Consultation | 84.29/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 80 | 5/1/2020 | 3:22pm | POST\_Initiating a Telehealth Consultation | 80/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 100 | 4/7/2020 | 10:44am | POST\_Initiating a TelehealthConsultation | 100/100 | 2 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 90 | 4/14/2020 | 11:58am | POST\_Initiating a TelehealthConsultation | 90/100 | 1 | Completed |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 100 | 4/25/2020 | 5:16pm | POST\_Initiating a TelehealthConsultation | 100/100 | 2 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 84.29 | 4/24/2020 | 3:44pm | POST\_Initiating a TelehealthConsultation | 84.29/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 84.29 | 4/12/2020 | 5:42pm | POST\_Initiating a TelehealthConsultation | 84.29/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, andTelepharmacy Consultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, andTelepharmacy Consultation | 100 | 4/10/2020 | 8:59pm | POST\_Initiating a Telehealth Consultation | 100/100 | 3 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 89.29 | 4/27/2020 | 9:54am | POST\_Initiating a Telehealth Consultation | 89.29/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 85 | 4/21/2020 | 11:11am | POST\_Initiating a Telehealth Consultation | 85/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 90 | 7/6/2020 | 3:21pm | POST\_Initiating a Telehealth Consultation | 90/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 95 | 4/6/2020 | 9:55am | POST\_Initiating a Telehealth Consultation | 95/100 | 2 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 80.71 | 4/3/2020 | 5:09pm | POST\_Initiating a TelehealthConsultation | 80.71/100 | 1 | Completed |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 90 | 4/3/2020 | 10:20pm | POST\_Initiating a TelehealthConsultation | 90/100 | 2 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 100 | 4/20/2020 | 10:39pm | POST\_Initiating a TelehealthConsultation | 100/100 | 2 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 80 | 4/29/2020 | 5:40pm | POST\_Initiating a TelehealthConsultation | 80/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 100 | 4/7/2020 | 8:22pm | POST\_Initiating a TelehealthConsultation | 100/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, andTelepharmacy Consultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, andTelepharmacy Consultation | 90 | 4/9/2020 | 7:40am | POST\_Initiating a Telehealth Consultation | 90/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation |  |  |  |  |  |  | Incomplete |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 85 | 4/20/2020 | 7:39pm | POST\_Initiating a Telehealth Consultation | 85/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 80 | 4/4/2020 | 11am | POST\_Initiating a Telehealth Consultation | 80/100 | 1 | Completed |
| Initiating a Telemedicine, Telephone, and TelepharmacyConsultation | 89.29 | 4/20/2020 | 10:29am | POST\_Initiating a Telehealth Consultation | 89.29/100 | 1 | Completed |

 Outcome:

23 participants x 4 CME hours = **92 CME credit hours**

**APPENDIX**

 **Appendix #1:**

* + 1. **Support of comprehensive and individualized professional development opportunities by the OFD.**
			1. OUTCOMES OF THE INSTITUTIONAL FACULTY MENTORING PROGRAM (IFMP) IFMP 2016-18 OUTCOMES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **Publications** | **Presentations** | **Educational****projects** | **Research****projects** |
| 2016 / 17 | 20 | 16 |  |  |
| 2017 /18 | 36 | 19 | 5 | 6 |
| Total | 56 | 35 | 5 | 6 |

**IFMP 2016-18 OUTCOMES**

 Publications

[Journal Articles 21](#_TOC_250003)

[Book Chapters 29](#_TOC_250002)

[Abstracts 6](#_TOC_250001)

Total Publications 56

 [Presentations](#_TOC_250000)

* Local 12
* Regional 5
* State 3
* National 9
* International 6

Total Presentations 35

Personalized Professional Development:

 **Institutional Faculty Mentoring Program (IFMP) Outcomes**

IFMP (2016-2018)

Mentee: Sushila Arya, MD

**Mentors: Sanja Kupesic Plavsic, MD, PhD; Zuber Mulla, PhD**

 **Journal Articles:**

1. Arya S, Kupesic Plavsic S, Mulla ZD, Dwivedi A, Crisp Z, Jisha Jose BA. Noble LS. Ovulation Induction and Controlled Ovarian Stimulation Using Letrozole Gonadotropin Combination: A Single Center Retrospective Cohort Study. Eur J Obstet Gynecol Reprod Biol. *European Journal in Obstetrics, Gynecology and Reproductive Biology* 2017; 218:123-128. doi: 10.1016/j.ejogrb.2017.09.023.
2. Arya, S., Mulla, Z, Kupesic Plavsic S. Role of pelvic ultrasound simulation. *The Clinical Teacher* 2017: 14: 1-5; doi:10.1111/tct.12714.
3. Arya, S, Mulla Z, Kupesic Plavsic S. Interprofessional Education with Ultrasound Simulation: Diabetes and Pregnancy. *Journal of Interprofessional Education & Practice* 2017; 9:61-65; DOI 10.1016/j.xjep.2017.08.005.
4. Arya S., Kupesic Plavsic S. Preimplantation 3D US: current uses and challenges. *Journal of Perinatal Medicine* 2017; 45(6): 745-758; -DOI 10.1515/jpm-2016-0361.
5. Arya, S, Kupesic Plavsic S. Sonographic features of adenomyosis. *Donald School Journal of Ultrasound in Obstetrics and Gynecology* 2017; 11(1):76-81.
6. Arya, S, Mulla Z, Kupesic Plavsic S. Effectiveness of Ultrasound Simulation in OB GYN Education: A State-of-the-Art Review. *Donald School Journal of Ultrasound in Obstetrics and Gynecology* 2017; 11(2):115-125.
7. Arya S, Mulla ZD, Kupesic Plavsic S. Outcomes of women delivering at very advanced maternal age: a statewide analysis. *Maternal & Child Health Journal* 2018 (under revision).
8. Arya S, Mulla ZD, Nguyen K, Kupesic Plavsic S. Risk Factors for Intrauterine Device Displacement Diagnosed using 3-Dimensional Transvaginal Ultrasonography. DSJUOG 2018;

 **Presentations:**

* 1. Regional: Arya S., Kupesic Plavsic S. Pelvic ultrasound. Clinical Simulation Conference, 2016, El Paso, TX. (October 2016)
	2. National: Arya S., Kupesic, S. P. 2017 AIUM Convention, "Role of Ultrasound Simulation to Improve Knowledge and Skills for 'Diabetes and Pregnancy' in the Inter-professional Education and Collaborative Practice Workshops," American Institute of Ultrasound in Medicine, Lake Buena Vista, FL. (March 29, 2017).
	3. International: Arya S, Kupesic Plavsic S. Role of Ultrasound Simulation in Obstetrics and Gynecology: Survey from Regional Conference. 17th World Congress of the Academy of Human Reproduction. Rome, Italy; March 15-18, 2017
	4. Regional: Arya S, Nguyen T, Mulla ZM, Kupesic Plavsic S. Risk Factors for Intrauterine Device Displacement Diagnosed using 3-Dimensional Transvaginal Ultrasonography. TTUHSC El Paso 12th Annual Research Symposium, El Paso, TX; 2018

 **Book Chapters:**

1. Arya S, Kupesic Plavsic S. Future of Imaging in Human Reproduction. In: Schenkar J. (Ed.) *Human Reproduction: From State of the Art to Future Developments (1sted.)*. Elsevier 2018 (in press).
2. Arya S, Kupesic Plavsic S. Contraception for women in diabetes. In: Moore L (Ed.). *Diabetes in pregnancy: The complete guide to management (1sted.)*. ISBN: 978-3-319-65517-8 (in press).
3. Arya S, Kupesic Plavsic S. PID and tuboovarian abscess. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
4. Arya S, Kupesic Plavsic S. Ovarian hyperstimulation syndrome. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
5. Arya S, Kupesic Plavsic S. Hematometra in a postmenopausal patient. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
6. Arya S, Reddy S.Y, Kupesic Plavsic S. Ectopic pregnancy. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
7. Arya S, Noble L.S., Kupesic Plavsic S. Dysmenorrhea. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
8. Arya. S, Padilla O., Pugmire H., Kupesic Plavsic S. Abnormal Pap smear. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
9. Arya S, Reddy S.Y, Kupesic Plavsic S. Condylomata acuminata. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
10. Arya S, Reddy S.Y, Kupesic Plavsic S. Primary amenorrhea. In: Reddy SY, Mendez M, Kupesic Plavsic

S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).

1. Arya S, Reddy S.Y, Kupesic Plavsic S. Lichen sclerosus. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
2. Kupesic Plavsic S, Arya S, Vallabh Patel V. The use of different ultrasound techniques in the field of urogynecology. In: Kurjak A, Arenas B. Donald School Textbook of Transvaginal

Ultrasound (3rd ed.) Jaypee, The Health Sciences Publisher, New Delhi, London, Philadelphia, Panama; 2018 (in press)

1. Kupesic Plavsic S, Arya S, Kurjak A, Arenas BJ. Uterine lesions. In: Kurjak A, Arenas B. Donald School Textbook of Transvaginal Ultrasound (3rd ed.) Jaypee, The Health Sciences Publisher, New Delhi, London, Philadelphia, Panama; 2018 (in press)
2. Kupesic Plavsic S, Arya S, Aksamija A, Arenas BJ, Kurjak A. Ectopic pregnancy. In: Kurjak A, Arenas

B. Donald School Textbook of Transvaginal Ultrasound (3rd ed.) Jaypee, The Health Sciences Publisher, New Delhi, London, Philadelphia, Panama; 2018 (in press)

1. Kupesic Plavsic S, Arya S, Larrazaleta M .The use of ultrasound in the field of infertility. In: Kurjak A, Arenas B. Donald School Textbook of Transvaginal Ultrasound (3rd ed.) Jaypee, The Health Sciences Publisher, New Delhi, London, Philadelphia, Panama; 2018 (in press)

 **Grant application:**

* 1. President’s Collaborative Research Initiative, 2017: PI: Arya S. Co-PO; Sanja Kupesic Plavsic; Coexistence of colorectal and endometrial polyps in postmenopausal women.

Mentee: Safa Farrag, MD

**Mentors: Sanja Kupesic Plavsic, MD, PhD; Zeina Nahleh, MD**

 **Journal Articles:**

1. Farrag SE, Dwivedi AK, Otoukesh S, Badri NJ, Sanchez LA Nahleh ZA (2017). Prevalence of Low Vitamin D in Patients with Breast Cancer in Predominantly Hispanic Population at the American- Mexican Border. Nutr Cancer 32017 Aug-Sep;69(6):819-824. doi: 10.1080/01635581.2017.1339812.
2. Zeina Nahleh, Alok Dwivedi, Tony Khang, Aleem Sattar,, Arafat H Tfayli, Safa Farrag, Indika Mallawaarachchi (2016). Decreased Health Related Quality of Life among Hispanic Breast Cancer Survivors. *MOJ Women’s Health, 2*(1), 15.

 **Grant Application:**

* 1. NIH grant application: "Understanding the neurocognitive and psychological factors associated with Quality of Life in Hispanic Breast Cancer Survivors in El Paso, TX”’ 2017

 **Book Chapters:**

1. Farrag S. Phlebotomy/Venipuncture. In Kupesic Plavsic S. (Ed.), *Urgent Procedures in Clinical Practice*. (2017) Jaypee Brothers Medical Publishers Ltd. (chapter and educational video); pp 53-57
2. Farrag S. Peripheral IV access. In Kupesic Plavsic S. (Ed.), *Urgent Procedures in Clinical Practice*. (2017) Jaypee Brothers Medical Publishers Ltd. (chapter and educational video); pp 58-61.
3. Farrag S. Nasogastric tube insertion. In Kupesic Plavsic S. (Ed.), *Urgent Procedures in Clinical Practice*. (2017) Jaypee Brothers Medical Publishers Ltd. (chapter and educational video); pp 62 - 66.
4. Farrag S. Urethral / Bladder catheterization. In Kupesic Plavsic S. (Ed.), *Urgent Procedures in Clinical Practice*. (2017) Jaypee Brothers Medical Publishers Ltd. (chapter and educational video); pp 67 – 72.
5. Farrag S.EKG interpretation. In Kupesic Plavsic S. (Ed.), *Urgent Procedures in Clinical Practice*. (2017) Jaypee Brothers Medical Publishers Ltd. (chapter and educational video); pp 129-137.
6. Farrag S., Chaudhary H., Kupesic Plavsic S. Appendicitis in pregnancy. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
7. Farrag S., El-Mallah W., Kupesic Plavsic S. Congenital heart disease in pregnancy. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
8. Farrag S., Chaudhary H., Kupesic Plavsic S. Deep venous thrombosis in pregnancy. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD. New Delhi, London, Philadelphia, Panama 2018 (in press).
9. Farrag S., Chaudhary H., Padilla O., Kupesic Plavsic S. Gallstones in pregnancy. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD: New Delhi, London, Philadelphia, Panama 2018 (in press).
10. Farrag S., Chaudhary H., Kupesic Plavsic S. Liver disease in pregnancy. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD: New Delhi, London, Philadelphia, Panama 2018 (in press).
11. Farrag S., Chaudhary H., Kupesic Plavsic S. Kidney stones in pregnancy. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD: New Delhi, London, Philadelphia, Panama 2018 (in press).
12. Farrag S., Chaudhary H., Kupesic Plavsic S. Thyroid nodule in pregnancy. In: Reddy SY, Mendez M, Kupesic Plavsic S. (Eds.) *Illustrated OB GYN Problems (1sted.)*. Jaypee Brothers Medical Publishers LTD: New Delhi, London, Philadelphia, Panama 2018 (in press).

 **Educational Videos:**

1. Farrag S. Phlebotomy/Venipuncture. In Kupesic Plavsic S. (Ed.), *Urgent Procedures in Clinical Practice*. (2017) Jaypee Brothers Medical Publishers Ltd. (educational video).
2. Farrag S. Peripheral IV access. In Kupesic Plavsic S. (Ed.), *Urgent Procedures in Clinical Practice*. (2017) Jaypee Brothers Medical Publishers Ltd. (educational video).
3. Farrag S. Nasogastric tube insertion. In Kupesic Plavsic S. (Ed.), *Urgent Procedures in Clinical Practice*. (2017) Jaypee Brothers Medical Publishers Ltd. (educational video). 6.
4. Farrag S. Urethral / Bladder catheterization. In Kupesic Plavsic S. (Ed.), *Urgent Procedures in Clinical Practice*. (2017) Jaypee Brothers Medical Publishers Ltd. (educational video).
5. Farrag S.EKG interpretation. In Kupesic Plavsic S. (Ed.), *Urgent Procedures in Clinical Practice*. (2017) Jaypee Brothers Medical Publishers Ltd. (educational video).

 **Presentations:**

1. 4th Annual Clinical Simulation Conference of West Texas; 10/27/2016 -10/28/2016 (El Paso, TX)
	* Abdominal ultrasound
2. 4th Annual Clinical Simulation Conference of West Texas; 10/27/2016 -10/28/2016 (El Paso, TX)
	* Assessment of central venous catheter placement following standard precautions and ultrasound guidance using simulation

 **Educational Administrative Role:**

* Clerkship Director, Internal Medicine

Mentee: Brad Bryan, PhD Mentors: Zeina Nahleh, MD

 **Journal Articles:**

1. Mather Q, Priego J, Ward K, Kundan V, Tran D, Dwivedi A, Bryan BA. A novel protein expression signature differentiates benign lipomas from well-differentiated liposarcomas. *Mol Clin Oncol* 2017 Sep;7(3):315-321. doi: 10.3892/mco.2017.1325.
2. Montoya A, Amaya CN, Belmont A, Diab N, Trevino R, Villanueva G, Rains S, Sanchez LA, Badri N, Otoukesh S, Khammanivong A, Liss D, Baca ST, Aguilera RJ, Dickerson EB, Torabi A, Dwivedi AK, Abbas A, Chambers K, Bryan BA, Nahleh Z. Use of non-selective β-blockers is associated with decreased tumor proliferative indices in early stage breast cancer. *Oncotarget* 2017 Jan 24;8(4):6446-6460. doi: 10.18632/oncotarget.14119.
3. Amaya, C. N., Wians Jr., F. H., Bryan, B. A., Torabi, A. (2016). Enhanced expression of Programmed cel deathe 1 (PD-1) protein in benign vascular anomalies. *Anatomical Pathology, 2017*, 5. dx.doi.org/10.1016/j.pathol.2016.10.015

 **Grant:**

* 1. Milan, S., Nahleh, Z. A., Bryan, B. A., Abbas, A., Torabi, A., Gaur, S., Olivas, V. J., "A Pilot "Window of Opportunity" Neoadjuvant Study of Propranolol in Breast Cancer." (October 1, 2015 - Present).

Mentee: Stormy Monks, PhD Mentors: Susan Watts, PhD

 **Presentations:**

1. Watts, S. I., Monks, S. M., 16th International Meeting on Simulation in Healthcare (IMSH 2016), "IRB FAQs (Institutional Review Board, that is.)," San Diego, CA. (January 2016).
2. Watts, S. I., Monks, S. M., 16th International Meeting on Simulation in Healthcare (IMSH 2016), "Literature search? Sure, I Know How To Do That, Kind Of," San Diego, CA. (January 2016).
3. Watts, S. I. (Presenter & Author), Monks, S. M. (Presenter & Author), International Meeting on Simulation in Healthcare (IMSH) 2016, "IRB FAQs (Institutional Review Board, That Is)," Society for Simulation in Healthcare, San Diego CA. (January 19, 2016).
4. Watts, S. I. (Presenter & Author), Monks, S. M. (Presenter & Author), International Meeting on Simulation in Healthcare (IMSH) 2016, "Literature search? Sure, I Know How To Do That, Kind Of," Society for Simulation in Healthcare, San Diego CA. (January 18, 2016).
5. Wells, R. N., Kilgo, R. (Presenter & Author), Crawford, S. (Author Only), Taylor, S. (Author Only), Monks, S. M. (Author Only), Watts, S. I. (Author Only), Sneau, S. (Presenter & Author), 11th Annual Research Symposium, "TTUHSC EP/UMC Intubation Results from the National Emergency Airway Registry (NEAR)," TTUHSC El Paso. (April 20, 2017).

Mentee: Dolgor Baatar, MD, PhD Mentors: Thomas Gest, PhD

 **Book Chapters:**

1. Palmer, L., Gest, T., Baatar, D. (2016). Should hemorrhoids be considered a complication of portal hypertension? In R. Shane Tubbs (Ed.), *Clinical Anatomy* (1st ed., vol. 29, pp. 94). Malden MA: Wiley
2. Gerwer, J., Gest, T. R., Baatar D. (2016). Survey of body donor personal information provided to students attending medical school in the United States. In R. Shane Tubbs (Ed.), *Clinical Anatomy* (1st ed., vol. 29, pp. 85-86). Malden MA: Wiley.

 **Presentations:**

1. Jacinto B, Balsinger HA, Gest T, Baatar D. Using common clinical procedures to teach anatomy in a medical school. Annual AACA Meeting, Atlanta, GA (July 8-12, 2018)
2. Parry MJ, Balsinger HA, Petit DL, Gest T, Baatar D. Prosection anatomy labs and clinical cases to improve outcomes in an integrated curriculum. Annual AACA Meeting, Atlanta, GA (July 8-12, 2018)

1.

Mentee: Jesus Diaz, MD Mentors: Richard McCallum, MD

 **Journal Articles:**

1. Havey, A., Dwivedi, A. K., Sarosiek, I., Diaz, J., McCallum, R. W. (2016). Significance of glucose levels in interpreting gastric emptying results in diabetic patients. *Journal of Investigative Medicine* 64(2):656-8.
2. Bashashati M, Moraveji S, Torabi A, Sarosiek I, Davis BR, Diaz J, McCallum RW. Pathological findings of the antral and pyloric smooth muscle in patients with gastroparesis-like syndrome compared to gastroparesis: Similarities and differences. *Dig Dis Sci.* 2017 Oct;62(10):2828-2833. doi: 10.1007/s10620-017-4629-4. Epub 2017 Jun 2.
3. Orthey P, Yu D, Van Natta ML, Ramsey FV, Diaz JR, Bennett PA, Iagaru AH, Fragomeni RS, McCallum RW, Sarosiek I, Hasler WL, Farrugia G, Grover M, Koch KL, Nguyen L, Snape WJ, Abell TL, Pasricha PJ,

Tonascia J, Hamilton F, Parkman HP, Maurer AH; NIH Gastroparesis Consortium. Intragastric meal distributin during gastric emptying scintigraphy for assessment of fundic accommodation: correlation with symptoms of gastroparesis*. J Nucl Med.* 2018 Apr;59(4):691-697. doi: 10.2967/jnumed.117.197053. Epub 2017 Sep 28.

1. Havey, A., Diaz, J., Sarosiek, I., Dwivedi, A. K., McCallum, R. W. (2016). Sa1713 A New Entity: Late- Onset Rapid Gastric Emptying in Symptomatic Patients Previously Interpreted As Having Normal Gastric Emptying. *Gastroenterology, 150*(4), 354–355.

**Abstracts**

1. Sarosiek, I., Bashashati, M., Gerwer, J., Shankar, N., Diaz, J., McCallum, R. W. (2017). *Gastric emptying scintigraphy test is diagnostic in patients with functional dyspepsia* (Supplement 1 ed., vol. 23, pp. 254).
2. Bashashati, M., Moraveji, S., Sarosiek, I., Diaz, J., Torabi, A., McCallum, R. W. (2016). *Pathological findings of the antral and pyloric smooth muscle in patients with chronic unexplained nausea and vomiting vs gastroparesis* (Supplement 1 ed., vol. 111, pp. S495-S496).
3. Havey, A., Diaz, J., Sarosiek, I., Dwivedi, A. K., McCallum, R. W. (2016). *A new entity: late-onset rapid gastric emptying in symptomatic patients previously interpreted as having normal gastric emptying* (Supplement 1 ed., vol. 150, pp. S354-S355).
4. McCallum, R. W., Friedman, M., Semler, J. R., Diaz, J., Sarosiek, I., Bashashati, M. (2016). *Simultaneous assessment of gastric motor function by dynamic antral scintigraphy (DAS) and wireless motility capsule (WMC) in gastroparetic patients* (Supplement 1 ed., vol. 150, pp. S730- S731).

 **Grant Applications:**

1. Sarosiek, I. (Co-Investigator), McCallum, R. W. (Principal), Bashashati, M. (Co-Investigator), Diaz, J. (Co-Investigator), "Developing a computational model of gastric function by integrating gastric motility and electrical mapping," $3,800.00. (March 1, 2016 - February 28, 2017).
2. Sarosiek, I. (Co-Principal), McCallum, R. W. (Principal), Diaz, J. (Co-Principal), "Radionuclide gastric emptying before and after consensus recommendations: a comparative study 8-year experience at Texas Tech University HSC El Paso." (June 15, 2012 - May 1, 2016).

 **Educational Administrative Role:**

* + Radiology Residency Program Director (2016 to Present)

Mentee: Silvina Tonarelli, MD Mentors: Irene Sarosiek, MD, PhD

 **Journal Articles:**

1. Silvina B Tonarelli, Rebecca Pasillas, Luis Alvarado, Alok Dwivedi and Andrea Cancellare. “Acceptance and Commitment Therapy Compared to Treatment as Usual in Psychosis: A Systematic Review and Meta-Analysis. *J Psychiatry* Open Access 2016, 19:3 <http://dx.doi.org/10.4172/2378-5756.1000366> 14-1306-z.
2. Cynthia Reyes-Barron, Silvina Tonarelli, Andrew Delozier, David F. Briones, Brenda B. Su, Lewis P. Rubin and Chun Xu. Pharmacogenetic of Antidepressants, A Review of Significant Genetic Variants in Different Populations. *Clin Depress* 2: 109, May 2016.
3. Kaufman, N; Mullins C; Davis A; Tonarelli S; Sandoval H; Ramos-Duran L. When is neuropsychological testing medically necessary for children on Medicaid in New Mexico? *Applied Neuropsychology: Child* https://doi.org/10.1080/21622965.2017.1362643 Published online: 22 Sep 2017.
4. C. Mullins, MD; J. Miranda, MS; H. Sandoval, PhD; L. Ramos-Duran, MD; and S.B. Tonarelli, MD. The Benefit of Mirtazapine in the Treatment of Progressive Multifocal Leukoencephalopathy in a Young HIV-positive Patient. *Innov Clin Neurosci*. January-February 2018, Vol 15. Number 1-2: 33-35.

 **Abstract Publication**

1. Nagasri Shankar, Mohammad Bashashati, Tonarelli Silvina, Richard W. McCallum, Irene Sarosiek. Title: Frequent Flyers’s in Emergency Departments: Why Should We Understand and Care about Cyclic Vomiting Syndrome Patients? AGA Abstracts. Gastroenterology, April 2017 Vol 153, Issue 5, Supplement 1, Page S742
2. Irene Sarosiek, Nagasri Shankar, Tonarelli Silvina, Mohammad Bashashati. Perception vs Reality: Does Marijuana Help with Symptoms of Cyclic Vomiting Syndrome? International Digestive Diseases Week – Abstracts- Chicago May 6, 2017- DOI: https://doi.org/10.1016/S0016-5085(17)33193-1

 **Presentations:**

1. Cynthia Garza, M.D. ; Mona Mojtahedzadeh, M.D; Roberto Flores, M.D.; Henry Weisman, M.D., Amelia Leony-Carrete, LCSW; Alok K.Dwivedi, Ph.D.; Silvina B. Tonarelli, M.D. “Psychiatric Consultation Referrals and Suicide Attempts over One Year in a Tertiary Care Teaching Hospital on the U.S./Mexico border” 10th Annual Research Colloquium Texas Tech University Health Sciences Center. April 20, 2016. El Paso, Texas.
2. Silvina B. Tonarelli, M.D.; Cynthia Garza, M.D.; Henry Weisman, M.D. “Exploring the Overlap: A Matrix for Comorbidity, Conflict, Communication and Capacity in Ethics and Psychiatric Consultations.” Presented at the 63rd Annual Meeting, Academy of Psychosomatic Medicine (APM): Brain, Mind and Body: Why Every PM Psychiatrist Should Care About Neuroscience. Nov 9-12, 2016 Austin, TX.
3. Cynthia Garza, M.D.; Mona Mojtahedzadeh, M.D; Roberto Flores, M.D.; Henry Weisman, M.D., Andres Luis Alvarado; Alok Kumar Dwivedi, PhD.; Silvina B. Tonarelli, M.D. “Psychiatric Consultation Referrals and Suicide Attempts at a Tertiary Care Teaching Hospital on the U.S./Mexico border” Presented at the 63rd Annual Meeting, Academy of Psychosomatic Medicine (APM): Brain, Mind and Body: Why Every PM Psychiatrist Should Care About Neuroscience. Nov 9-12, 2016 Austin, TX.
4. Garza C, Weisman H, & Dwivedi A. Tonarelli S, Psychiatric Consultation Referrals and Suicide Attempts at a Tertiary Care Teaching Hospital on the U.S./Mexico border. Three month analysis. Presented 6th Annual Cultural Competence Conference. Feb 24, 2017 El Paso, TX
5. Kaufman N, Davis A, Briones D, Martin S, Aguilar Y, Tonarelli S. Mild Traumatic Brain Injury in a Pediatric Multicultural Clinical Sample: A Preliminary Analysis. Presented 6th Annual Cultural Competence Conference. Feb 24, 2017 El Paso, TX
6. Mullins C, Sandoval H, Kaufman N, Ramos-Duran L, Tonarelli S, Davis A, Martinez V. Dangerousness Assessment in Multicultural Youth Using Mothers’ Neuropsychological Data. Presented 6th Annual Cultural Competence Conference. Feb 24, 2017 El Paso, TX
7. Miranda J, Mullins C, Ramos-Duran L, Sandoval H, Tonarelli S. The benefit of Mirtazapine in the treatment of Progressive Multifocal Leukoencephalopathy in a young HIV positive patient: A case report. Presented 6th Annual Cultural Competence Conference. Feb 24, 2017 El Paso, TX
8. Mendiola, L M.D; Mullins, C; Sandoval H; Tonarelli, S, M.D. Perspective Approach in the Diagnosis and Treatment of Psychiatric Disturbances in Traumatic Brain Injury: A Case report. Annual Research Colloquium Texas Tech University Health Sciences Center. April 18-20, 2017. El Paso, Texas.
9. Martorella, G, MS4, Mullins, C, M.D.; Sandoval H., PhD; Tonarelli, S, M.D. Case-report: Complex Neuropsychiatric Presentation In a Young Adult with Systemic Lupus Erythematous. Annual Research Colloquium Texas Tech University Health Sciences Center. April 18-20, 2017. El Paso, Texas.
10. Noah K. Kaufman, Ph.D., Carola Mullins,M.D., Sandoval Hugo, Ph.D., Luis Ramos, M.D., Silvina Tonarelli, M.D., Andrew S. Davis, Ph.D., and Virginia Martinez, B.S. *Is Neuropsychology Medically Necessary for Medicaid Youth in New Mexico?* Presented at the 11th Annual Research Symposium, Texas Tech University Health Sciences Center, El Paso, TX. April, 2017
11. Noah K. Kaufman, Ph.D., Carola Mullins,M.D., Sandoval Hugo, Ph.D., Luis Ramos, M.D., Silvina Tonarelli, M.D., Andrew S. Davis, Ph.D., and Virginia Martinez, B.S. *Are Children Referred for Neuropsychological Evaluation Receiving the Appropriate Education?* Presented at the 11th Annual Research Symposium, Texas Tech University Health Sciences Center, El Paso, TX. April, 2017
12. Nagasri Shankar, Mohammad Bashashati, Tonarelli Silvina, Richard W. McCallum, Irene Sarosiek. FREQUENT FLYERS' IN EMERGENCY DEPARTMENTS: WHY SHOULD WE UNDERSTAND AND CARE ABOUT CYCLIC VOMITING SYNDROME PATIENTS? International Digestive Diseases Week – Abstracts- Chicago May 6, 2017
13. Mona Mojtahedzadeh, M.D.; Cynthia Garza, M.D.; Roberto Flores, M.D.; Silvina Tonarelli, M.D. Psychiatric Consultations Referrals and Suicide at a Tertiary Care Teaching Hospital on the U.S/Mexico border. 6 months analysis. Presented at American Psychiatric Association 2017 Annual meeting May 20-24, 2017. San Diego. CA
14. \*Cynthia Garza, M.D.; Mona Mojtahedzadeh, M.D.; Roberto Flores, M.D.; Silvina Tonarelli, M.D. Psychiatric Consultations Referrals and Suicide at a Tertiary Care Teaching Hospital on the U.S/Mexico border. 6 months analysis. Presented at The European Association of Psychosomatic Medicine. June 28- July 1st, 2017. Barcelona, Spain.
15. Noah K. Kaufman, Ph.D.; Andrew S. Davis, Ph.D.; Brittney M. Moore, M.A.; Silvina Tonarelli, M. D.; Carola Mullins, M. D.; Hugo Sandoval, Ph.D. “Do Different Neuropsychological Performance Validity Tests Measure the Same Thing?”. Presented at the American Academy of Pediatric Neuropsychology (AAPdN) Annual Conference on April 21, 2018 Las Vegas, Nevada.
16. Noah K. Kaufman, Ph.D.; Andrew S. Davis, Ph.D.; Carola Mullins, M. D.; Hugo Sandoval, Ph.D.; Silvina Tonarelli, M. D. “Biomarkers and Intelligence in a Clinically-Referred Neuropsychological Sample”. Presented at the American Academy of Pediatric Neuropsychology (AAPdN) Annual Conference on April 21, 2018 Las Vegas, Nevada.
17. Noah K. Kaufman, Ph.D.; Andrew S. Davis, Ph.D.; Hugo Sandoval, Ph.D.; Silvina Tonarelli, M. D. Carola Mullins, M. D.; Yesenia Aguilar, M.S.W. Perinatal Complications: Pregnancy, Delivery Problems and 2D:4D Ratios. Presented at the American Academy of Pediatric Neuropsychology (AAPdN) Annual Conference on April 21, 2018 Las Vegas, Nevada.
18. Noah K. Kaufman, Ph.D.; Andrew S. Davis, Ph.D.; Hugo Sandoval, Ph.D.; Carola Mullins, M. D. Silvina Tonarelli, M. D. Cathrine M. Short, Virginia Martinez. Anosognosia, Demographics, and Intelligence in a large Multicultural Outpatient Sample. Presented at the American Academy of Pediatric Neuropsychology (AAPdN) Annual Conference on April 21, 2018 Las Vegas, Nevada.
19. Hugo Sandoval, Ph.D; Carola Mullins, M. D.; Noah K. Kaufman, Ph.D.; Silvina Tonarelli, M. D. Yesenia Aguilar, M.S.W. Base Rates for Common Demographic and Clinical Variables in a Border Area Neuropsychological Practice. Presented to the 12th Annual Research Symposium, Texas Tech University Health Sciences Center, El Paso, TX
20. Carola Mullins, MD, Noah K. Kaufman, Ph.D., Hugo Sandoval, Ph.D., Yesenia Aguilar, MSW, Silvina Tonarelli, MD. School Violence Linked with Self-Harm and Aggression, Not Gun Access, in a Small Neuropsychological Youth Sample. Presented to the 12th Annual Research Symposium, Texas Tech University Health Sciences Center, El Paso, TX

 **Grant Application:**

* 1. PI: Irene Sarosiek; Co-Investigator: Silvina Tonareli “Central Nervous System Regulation mechanisms of Cyclic Vomiting Syndrome”. President’s Collaborative Research Initiative. March 2018

 **Educational Administrative Role:**

* Psychiatry Clerkship Director (Aug. 2017 to Present)
* *Assistant Clerkship Director, Psychiatry Nov. 2015 to July 2017*

OFD Faculty Support/Personalized Professional Development Related to Online Learning per Department (2017 – Present)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Row Labels** | **Faculty** | **Resident Physicians** | **Staff** | **Grand Total** |  |
| Anesthesiology Elp Genl | 1 |  |  |  | 1 |
| Clinic and Basic Sciences Elp | 7 |  | 1 |  | 8 |
| CME Elp Admin |  |  | 1 |  | 1 |
| Ctr of Exc in Cancer Rsch EP | 1 |  |  |  | 1 |
| DSRIP Regional Ocular Patients Elp |  |  | 1 |  | 1 |
| Emergency Medicine Elp Genl | 1 |  |  |  | 1 |
| Faculty Development Elp |  |  | 3 |  | 3 |
| Family Medicine Elp Genl | 2 |  |  |  | 2 |
| Grad School of Biomed Sciences Elp |  |  | 1 |  | 1 |
| Hunt SON Admin Elp | 3 |  |  |  | 3 |
| Information Services Elp |  |  | 1 |  | 1 |
| Internal Medicine Elp Genl | 1 |  |  |  | 1 |
| Neurology Dept Elp Genl | 1 |  |  |  | 1 |
| Ob Gyn Dept Elp Genl | 3 | 7 | 1 |  | 11 |
| OIRE | 1 |  | 1 |  | 2 |
| Ophthalmology Elp | 1 |  |  |  | 1 |
| Pathology Elp | 1 |  |  |  | 1 |
| Pediatrics Elp | 7 | 11 |  |  | 18 |
| Provost/VP Academic Affairs Elp |  |  | 2 |  | 2 |
| Psychiatry Dept Elp Genl | 3 |  |  |  | 3 |
| Radiology Dept Elp Genl |  |  | 1 |  | 1 |
| Resident Pediatric Elp |  | 20 |  |  | 20 |
| Student Affairs Elp |  |  | 1 |  | 1 |
| Surgery Dept Elp Genl | 2 |  |  |  | 2 |
| Transmountain Practice Admin Elp | 3 |  |  |  | 3 |
| Woody L. Hunt SDM Admin ELP | 1 |  | 1 |  | 2 |
| **Grand Total** | **39** | **38** | **15** |  | **92** |

**Number of Online Courses per Core Discipline/Area Supported by OFD (2017 – Present)**

|  |  |
| --- | --- |
| **Row Labels** | **Count of Course Name** |
| FAM MED | 2 |
| IFDC 18 | 13 |
| IFDP 19 | 42 |
| LDA | 1 |
| PEDS | 9 |

Appendix #2:

* + 1. **Scholarly productivity and faculty professional development related to core academic activities.**

Institutional Faculty Development Teaching Activities

Number of Online Activities in the Institutional LMS Canvas and ACME

|  |
| --- |
| **Online Courses** |
| **2017 to present** | **IFDC 18** | **IFDC 17** | **IFDC 16** |
| **Canvas** | **ACME** | **ACME** | **ACME** |
| Leadership | 28.5 | 29 | 16.25 | 0 |
| Research | 22.5 | 9 | 11.5 | 0 |
| Clinical Skills and Simulation | 19.25 | 14 | 37.25 | 2.5 |
| Teaching | 7.5 | 0 | 11 | 1.5 |
| Family and Community Medicine Educational Project |  | 63.75 |  |  |
| Total | 129.75 | 76 | 4 |

Due to COVID-19 pandemic, the Office of Faculty Development collaborated with the Chief Health Information Officer to create and structure a comprehensive CME 4-hour course on telemedicine.

**OFD Online Professional Development Courses: Completion by User Type**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Online Program/Course Title** | **Number of Faculty** | **Number of Resident****Physicians** | **Number of Staff** | **Total** |
| Adult Teaching and Learning Course | 1 |  |  | 1 |
| IFDC Online | 13 |  | 2 | 15 |
| IFDC Online\_A C.A.S.E. for Engaging Your Learners | 3 |  | 2 | 5 |
| IFDC Online\_Accessing Library and InformationResources | 2 |  | 2 | 4 |
| IFDC Online\_ACGME 2019 Common ProgramRequirements: Section I/VI Oversight | 2 |  | 3 | 5 |
| IFDC Online\_ACGME 2019 Common ProgramRequirements: Section II/VI Personnel |  |  | 2 | 2 |
| IFDC Online\_ACGME 2019 Common ProgramRequirements: Section III/VI Resident Appointments |  |  | 1 | 1 |
| IFDC Online\_Case-Control Studies | 6 |  | 1 | 7 |
| IFDC Online\_Classification of Simulators | 1 |  | 2 | 3 |
| IFDC Online\_Clinical and Bedside Teaching | 2 |  | 3 | 5 |
| IFDC Online\_Cohort Studies | 7 |  | 1 | 8 |
| IFDC Online\_Confounding and Effect Modification | 8 |  | 1 | 9 |
| IFDC Online\_Copyright Part I | 1 |  | 1 | 2 |
| IFDC Online\_Copyright Part II | 1 |  | 1 | 2 |
| IFDC Online\_CV and Networking | 6 |  | 1 | 7 |
| IFDC Online\_Educator Portfolio and PersonalStatement | 10 |  | 4 | 14 |
| IFDC Online\_EndNote Online Modules (1-3) | 1 |  | 1 | 2 |
| IFDC Online\_EPA Framework | 1 |  | 2 | 3 |
| IFDC Online\_Faculty Burnout and Resilience | 8 |  |  | 8 |
| IFDC Online\_How to Prepare for Simulation Sessions | 1 |  | 2 | 3 |
| IFDC Online\_Identifying Predatory Publishers Part I |  |  | 1 | 1 |
| IFDC Online\_Leadership | 7 |  | 2 | 9 |
| IFDC Online\_Leadership and How to Develop It | 10 |  | 1 | 11 |
| IFDC Online\_Learning and Practicing Evidence BasedMedicine Modules (1-2) |  |  | 1 | 1 |
| IFDC Online\_Measures of Disease Frequency | 4 |  | 1 | 5 |
| IFDC Online\_MedEd School Accreditation | 2 |  | 3 | 5 |
| IFDC Online\_Mentoring Relationships: Do We ReallyNeed Them | 7 |  |  | 7 |
| IFDC Online\_Preparing your NIH Biosketch | 8 |  | 1 | 9 |
| IFDC Online\_Role-Playing | 1 |  | 2 | 3 |
| IFDC Online\_Running Successful Meetings | 8 |  | 1 | 9 |
| IFDC Online\_Small Group Facilitation | 4 |  | 5 | 9 |
| IFDC Online\_Strategic Planning | 7 |  | 1 | 8 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| IFDC Online\_Succeeding as Faculty On-boarding andNetworking | 7 |  | 1 | 8 |
| IFDC Online\_Team-Based Learning | 1 |  | 2 | 3 |
| IFDC Online\_Teamwork | 6 |  | 1 | 7 |
| IFDC Online\_The Basics of Building a Budget | 6 |  | 2 | 8 |
| IFDC Online\_Turning Your Current Work IntoScholarship | 8 |  | 2 | 10 |
| Illustrated Obstetrics and Gynecology Problems | 1 | 7 |  | 8 |
| Leadership Development Academy | 11 |  | 6 | 17 |
| Obesity Bias in a Clinical Setting: HealthcareProfessional Bias | 1 |  | 2 | 3 |
| Obesity Bias in a Clinical Setting: Patient Experience |  |  | 1 | 1 |
| PEDS\_Adolescent Gynecologic Examination | 1 | 21 |  | 22 |
| PEDS\_Arterial Puncture | 2 | 4 |  | 6 |
| PEDS\_Bag Mask Ventilation | 3 | 18 |  | 21 |
| PEDS\_Bladder Catheterization | 2 | 32 |  | 34 |
| PEDS\_Blood Pressure Measurement Method | 1 | 1 |  | 2 |
| PEDS\_Endotracheal Intubation | 2 | 24 |  | 26 |
| PEDS\_Giving Immunizations | 2 | 23 |  | 25 |
| PEDS\_Lumbar Puncture | 1 | 23 |  | 24 |
| PEDS\_Umbilical Vascular Catheter New Born | 1 | 16 |  | 17 |
| **Grand Total** | **188** | **169** | **68** | **425** |

###### Faculty Development Research/Scholarship Activities

The Writing Interest Group (WIG) program provides scholarly assistance to faculty. The objectives of the WIG are to encourage scholarly writing, practice and accelerate manuscript preparation and provide assistance with the revision of old manuscripts authored by faculty.

|  |  |  |
| --- | --- | --- |
| **WIG III 2017** | **Topics** | **Total Attendees** |
| 4/18/2017 | Review expectations and the structure of the writing course,and provide general information | 6 |
| 5/02/2017 | Crafting your introduction/background section | 7 |
| 5/16/2017 | Materials and methods section | 7 |
| 6/06/2017 | Summarizing your results. Graphs and tables | 4 |
| 6/20/2017 | Writing a balanced discussion section | 4 |
| 6/27/2017 | Drafting an abstract for your paper. Citing references | 4 |
| 7/18/2017 | Final revision, creating author account, cover letter, authorforms/transfer of copyright, and submission | 3 |
| 7/25/2017 | Dealing with the comments from the reviewers andresubmitting | 6 |

Total contact hours 41

|  |  |  |
| --- | --- | --- |
| **WIG IV 2018** | **Topics** | **Total Attendees** |
| 3/06/2018 | Review expectations and the structure of the writing course,and provide general information | 3 |
| 3/20/2018 | Crafting your introduction/background section | 4 |
| 4/03/2018 | Materials and methods section | 4 |
| 5/08/2018 | Summarizing your results. Graphs and tables | 4 |
| 5/01/2018 | Writing a balanced discussion section | 4 |
| 5/15/2018 | Drafting an abstract for your paper. Citing references | 4 |
| 6/12/2018 | Final revision, creating author account, cover letter, authorforms/transfer of copyright, and submission | 4 |
| 6/26/2018 | Dealing with the comments from the reviewers andresubmitting | 4 |

Total contact hours 31

|  |  |
| --- | --- |
| **Characteristic** | **N=8****Number (%)** |
| **Underrepresented minority in U.S. academic medicine** |  |
| No | 2 (25.0) |
| Yes | 6 (75.0) |
| Prefer not to answer | 0 (0.0) |
|  |  |
| **Sex** |  |
| Female | 5 (62.5) |
| Male | 3 (37.5) |
| Other | 0 (0.0) |
| Prefer not to answer | 0 (0.0) |
|  |  |
| **Current rank** |  |
| Faculty Associate | 1 (12.5) |
| Instructor / Research Instructor / Clinical Instructor | 0 (0.0) |
| Assistant Professor / Research Assistant Professor / ClinicalAssistant Professor | 6 (75.0) |
| Associate Professor / Research Associate Professor / ClinicalAssociate Professor | 0 (0.0) |
| Professor / Research Professor / Clinical Professor | 0 (0.0) |
| Other (e.g., research staff, fellow, etc.) | 1 (12.5) |
|  |  |
| **Number of peer-reviewed publications** | 2.5 (0, 10)† |
|  |  |
| **During the past several months, how often have you engaged in****writing?** |  |
| Rarely or never | 4 (50.0) |
| Once a month | 0 (0.0) |
| Twice a month | 3 (37.5) |
| Once a week | 0 (0.0) |
| Daily or almost every day | 1 (12.5) |
|  |  |
| **How often do you wish you could write?** |  |
| Rarely or never | 0 (0.0) |
| Once a month | 0 (0.0) |
| Twice a month | 2 (25.0) |
| Once a week | 5 (62.5) |
| Daily or almost every day | 1 (12.5) |

† For the number of peer-reviewed publications, data are reported as median (minimum, maximum).

|  |  |
| --- | --- |
| **Characteristic** | **N=8****Number (%)** |
| **Think back on the past several months and check the barriers that you****have encountered to writing.** |  |
| I have not encountered any barriers | 0 (0.0) |
| I have trouble getting started | 3 (37.5) |
| I have too many clinical commitments | 6 (75.0) |
| I have too many teaching commitments | 4 (50.0) |
| Family/personal issues or commitments | 2 (25.0) |
| English is not my first language | 1 (12.5) |
| I don’t have a mentor to guide me | 4 (50.0) |
| Other | 2 (25.0) |

The Office of Faculty Development has made available a large hospital inpatient discharge database to facilitate faculty in their research and scholarly publishing goals. Texas Inpatient Public Use Data File (PUDF):

**OFD Research/Scholarship Support (2017 – present)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sum of Hours Invested****Row Labels** | **Column Labels****(Year)** | **2017** | **2018** | **2019** | **2020** | **Grand Total** |
| Consultation |  |  | 1.5 | 2.75 | 4.25 |
| Distance Learning Module |  |  | 63.5 | 606.7 | 670.2 |
| Educational Video |  | 1 |  | 28.75 | 29.75 |
| Faculty Mentoring |  | 2.75 |  |  | 2.75 |
| FDC Lecture preparation | 84.5 |  |  |  | 84.5 |
| Grant |  | 5 |  | 7 | 12 |
| Oral Presentation |  |  |  |  |  |
| Other |  | 74.25 | 21 | 35.25 | 130.5 |
| Publication Chapter |  | 62.5 |  |  | 62.5 |
| Publication Journal Article/Manuscript | 2.5 | 32.83 | 55.5 | 51 | 141.83 |
| PUDF Consultation |  | 6 | 84 |  | 90 |
| PUDF Data Analysis |  | 23.5 | 42 |  | 65.5 |
| PUDF Data Extraction |  | 10 | 99.5 |  | 109.5 |
| Research Consultation |  |  | 6 | 19.083 | 25.083 |
| Senior leadership development |  | 41 |  |  | 41 |
| T&P - Document review full cycle |  |  | 32.5 | 8 | 40.5 |
| T&P - Document review mid cycle |  | 2 |  | 8 | 10 |
| Technical Support - Multimedia |  |  | 13 | 0 | 13 |
| Grand Rounds |  |  |  | 55.75 | 55.75 |
| **Grand Total** | **87** | **260.83** | **418.5** | **822.283** | **1588.613** |

###### Institutional Faculty Development Academically-related Public Service Activities

The Leadership Development Academy (LDA) program was designed to improve individual management and strategic planning skills, strengthen leadership performance across the university, enhance understanding of institutional culture and team-work, improve university finance analysis, and establish a pipeline for succession planning. Participants were required to prepare and submit a strategic and budget plan for their department/division/office.

Table: Leadership Development Academy (LDA) (2019-2020)

|  |  |  |
| --- | --- | --- |
| Number of LDA Participants | Number of Strategic Plans | Number of Budget Plans |
| 14 | 14 | 14 |

**OFD Faculty and Staff Research/Scholarship Support, Mentoring and Collaboration (Faculty Engaged Research/Scholarship 2017 – Present)**

 **Original scientific and review articles authored/co-authored by OFD in collaboration with**

 **PLFSOM faculty and staff:**

1. Kranjcevic N, **Rodriguez MA, Vazquez E, Kupesic Plavsic S.** Education, Scholarship, Academic, and Public Services during and after Corona Crisis. Donald School J Ultrasound Obstet Gynecol 2020; in press.
2. Arya S, Dwivedi AK, Alvarado L, **Kupesic-Plavsic S.** Exposure of U.S. population to endocrine disruptive chemicals (Parabens, Benzophenone-3, Bisphenol-A and Triclosan) and their associations with female infertility. Environ Pollut. 2020 Oct;265(Pt A):114763. doi: 10.1016/j.envpol.2020.114763. Epub 2020 May 8. PMID: 32806428
3. **Kupesic Plavsic S, Mulla ZD.** The essentials of a faculty development program in the setting of a new medical school. J Investig Med. 2020 Jun;68(5):952-955. doi: 10.1136/jim-2020-001341. Epub 2020 May 14.

PMID: 32414713

1. **Mulla ZD,** Osland-Paton V, **Rodriguez MA, Vazquez E, Kupesic Plavsic S.** Novel coronavirus, novel faculty development programs: rapid transition to eLearning during the pandemic. J Perinat Med. 2020 Jun 25;48(5):446-449. doi: 10.1515/jpm-2020-0197.

PMID: 32401229

1. Arya S, **Mulla ZD,** Nguyen K, **Kupesic Plavsic S.** Risk Factors for Intrauterine Device Displacement Diagnosed using 3-Dimensional Transvaginal Ultrasonography. Donald School Journal of Ultrasound in Obstetrics and Gynecology (2019): 13(3):103-109. ISBN: 0973-61 4X; eISSN: 0975- 1912; 10.5005/jp-journals-10009-1598.
2. **Mulla, Z.,** Aranda, H. J., Rojas, D., **Kupesic Plavsic, S.** (2019). Statistical methods useful in clinical simulation scholarship. Marshall Journal of Medicine, 5.

 https://mds.marshall.edu/mjm/vol5/iss4/8

1. Crawford, S., Monks, S. M., Mendez, M. D., Quest, D. W., **Mulla, Z., Kupesic Plavsic, S.** (2019). A simulation-based workshop to improved collaborative clinical practice for an identified gap. Journal of Graduate Medical Education, 2(66), 66-71.
2. Chervenak FA, **Kupesic Plavsic S,** Mc Culough LB. Professionally responsible referral for assisted reproduction. Journal of Reproductive Medicine 2019; 64:87-89.
3. Pathak I, Jurak J, **Mulla ZD, Kupesic Plavsic S.** Predictors of oophorectomy in girls hospitalized in Texas with ovarian torsion. Hospital Pediatrics 2018; 8(5): 1-6.
4. Arya S, **Mulla ZD, Kupesic Plavsic S**. Outcomes of women delivering at very advanced maternal age: a statewide analysis. Journal of Women’s Health 2018; DOI: 10.1089/jwh.2018.7027
5. Padilla O, Arya S, **Kupesic Plavsic S.** Saline infusion sonography: Tips and tricks for improved visualization of the uterine cavity. Donald School Journal of Ultrasound in Obstetrics and Gynecology 2018; 12(1):1-20.
6. Arya, S., **Kupesic Plavsic, S.** (2018). Sonographic features of adenomyosis. Donald School Journal of Ultrasound in Obstetrics and Gynecology, 45(6), 745-758.
7. Arya S., **Kupesic Plavsic S.** Preimplantation 3D US: current uses and challenges. Journal of Perinatal Medicine 2017; 45(6): 745-758; -DOI 10.1515/jpm-2016-0361.
8. Arya, S, **Kupesic Plavsic S**. Sonographic features of adenomyosis. Donald School Journal of Ultrasound in Obstetrics and Gynecology 2017; 11(1):76-81.
9. Arya, S, **Mulla Z, Kupesic Plavsic S.** Effectiveness of Ultrasound Simulation in OB GYN Education: A State-of-the-Art Review. Donald School Journal of Ultrasound in Obstetrics and Gynecology 2017; 11(2):115-125.
10. Manciu M, Trevino R, Mulla ZD, Cortez C, **Kupesic Plavsic S.** Detection of Biased Rating of Medical Students by Standardized Patients: Opportunity for Improvement. Medical Science Educator 2017; 27(3):497-502; doi 10.1007/s40670-017-0418-0; PMID: 29104814.
11. Arya, S**, Mulla Z, Kupesic Plavsic S.** Interprofessional Education with Ultrasound Simulation: Diabetes and Pregnancy. Journal of Interprofessional Education & Practice 2017; 9:61-65; DOI 10.1016/j.xjep.2017.08.005.
12. Arya, S., Mulla, Z, **Kupesic Plavsic S.** Role of pelvic ultrasound simulation. The Clinical Teacher 2017: 14: 1-5; doi:10.1111/tct.12714.
13. **Kupesic Plavsic S.** Ultrasound simulation – How to adapt it for Donald School needs? (Editorial). Donald School Journal of Ultrasound in Obstetrics and Gynecology 2017; 11(3): 1-5.
14. Arya S, **Kupesic Plavsic S, Mulla ZD,** Dwivedi A, Crisp Z, Jisha Jose BA. Noble LS. Ovulation Induction and Controlled Ovarian Stimulation Using Letrozole Gonadotropin Combination: A Single Center Retrospective Cohort Study. Eur J Obstet Gynecol Reprod Biol. European Journal in Obstetrics, Gynecology and Reproductive Biology 2017; 218:123-128. doi: 10.1016/j.ejogrb.2017.09.023.

 **Books authored/co-authored by OFD in collaboration with PLFSOM faculty and staff:**

1. Chervenak F., **Kupesic Plavsic S.,** Kurjak A. (Eds.) Fetus as a Patient (3rded). Jaypee Brothers Medical Publishers LTD: New Delhi, London, Philadelphia, Panama 2020.
2. Panchal S, **Kupesic Plavsic S.** (Eds) *Donald School textbook of Human Reproductive and Gynecological Endocrinology (1sted.).*The Health Sciences Publisher: London, New Delhi, Panama City, Philadelphia 2019.
3. Peinado J., Villanos MT., **Kupesic Plavsic.** (Eds.) *Intern Tips in Pediatrics (1sted.).* The Health Sciences Publisher: London, New Delhi, Panama City, Philadelphia 2018.
4. Reddy S.Y., Mendez M.D., **Kupesic Plavsic S.** (Eds.), *Illustrated OB GYN Problems (1sted.).* Jaypee Brothers Medical Publishers LTD: New Delhi, London, Philadelphia, Panama 2019
5. Kurjak A., **Kupesic Plavsic S.** (Eds.) *Textbook of Ultrasound in Obstetrics and Gynecology (2nded)*

(In Croatian). Medicinska Naklada: Zagreb 2019.

1. Aragon L, **Kupesic S.** Intern Tips in Internal Medicine. The Health Sciences Publisher. London, New Delhi, Panama City, Philadelphia 2017.
2. **Kupesic Plavsic S.** (Ed.) *Urgent Procedures in Medical Practice (1sted.).* The Health Sciences Publisher: London, New Delhi, Panama City, Philadelphia 2017.

 **Writing original scientific articles:**

**Department of Surgery TM - Ophthalmology**

1. ***Patricia Nelson*,** M.D., Assistant Professor of Surgery (ophthalmology): The journal Ophthalmic Epidemiology on January 10, 2020, sent comments to Dr. Nelson regarding her paper entitled, "The Cost of Hospitalized Ocular Injuries in Texas, 2013-2014." Revise and resubmit.

**Department of Pediatrics - TM**

1. ***Sarah M Zate***, Eduardo Vazquez, and Zuber D Mulla (2019-2020) Trauma Team Activation as a Predictor of Injury Severity Score: Mechanism of Injury Matters, *Annals of Emergency Medicine.* **Rejected Publication on 1/13/2020.**

**Department of Medical Education**

1. ***Jorge Cervantes***, M.D., Ph.D., Assistant Professor of Medical Education (microbiology): On January 13, 2020, the journal BMC Women's Health sent comments to Dr. Cervantes regarding his paper entitled, "Evaluating the Performance of a Low-Cost Mobile Phone Attachable Microscope in Cervical Cytology." We have the opportunity to revise and resubmit.

 **Assistance with Poster and/or Oral Presentations:**

**Continuing Medical Education**

1. **Ogaz, C.** (Presenter & Author), Ogaz (Author Only), **Mulla, Z., Kupesic Plavsic S.** Accreditation Council for Continuing Medical Education Conference, "An evaluation on TTUHSC EP faculty development course and mentoring program," Accreditation Council for Continuing Medical Education, Chicago, IL. (April 22, 2019).

**Department of Medical Education**

1. Human macrophage polarization in the response to Mycobacterium leprae DNA. (Kristopher Van Huss, Alberto Marin, Marco Rodriguez, Eduardo Vazquez, Bo-young Hong, and **Jorge L. Cervantes**) Poster presented 2018.

**INTEGRATE PRELIMS FROM THE THREE BOOKS**

***Intern Tips in***

## Internal Medicine

***Intern Tips in***

 **Internal Medicine**

**Tips in Inpatient Rotations: Internal Medicine, Family Medicine and ICU**

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***Intern Tips in Internal Medicine***

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**Dedicated to**

*My wife Lizette for her unconditional love and support,*

*to my three beautiful daughters, Lizette Maria, Marcela Alejandra, Melissa Eugenia, and my grandson Lukas David Wisnoski Aragon*

**Lorenzo Aragon**

*My boys Branko, Ivor and Hobbes with love*

*Students, residents and trainees who will use this pocketbook book to improve their clinical skills*

**Sanja Kupesic Plavsic**

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##### Preface

This pocketbook aims to provide physicians still in training, physicians in practice and medical students with a quick reference for commonly- seen inpatient issues. Many currently available resources do not include specific medications, dosages and interventions that are needed at the point of care. Frequently there is not enough time to read an article or look through a large reference when there is a patient in need that requires an immediate response. This pocketbook serves as a reference and a simple starting point to assist in making an initial decision.

This pocketbook contains the information to cover common inpatient cases seen on internal medicine, family medicine, intensive case unit (ICU) as well as inpatient surgery rounds. Admission orders, progress notes and discharge summary examples are included to help the physician/physician in training focus on the points needed in each note.

The book is organized by organ system and addresses wide differential diagnosis concerns and specific diagnostic work-ups for common patients’ presentation. It attempts to point the clinician in the proper initial direction to assist in disposition, initial management and initial patient work-up.

**Lorenzo Aragon Sanja Kupesic Plavsic**

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##### Abbreviations

**ABC:** Airway Breathing circulation

**ACE:** Angiotensin converting enzyme

**ACE-i:** Angiotensin converting enzyme inhibitor

**ACLS:** Advanced cardiac life support

**ACS:** Acute coronary syndrome **ARB:** Angiotensin receptor blocker

**ASA:** Aspirin

**AV:** Atrioventricular

**BNP:** Brain natriuretic peptide **BIPAP:** Biphasic positive airway pressure

**BP:** Blood pressure

**BID:** Twice a day

**BUN:** Blood urea nitrogen

**Ca:** Calcium

**CBC:** Complete blood count

**CCU:** Cardiac care unit

**CHF:** Congestive heart failure **CIWA-Ar:** Clinical Institute Withdrawal Assessment for Alcohol, revised

**COPD:** Chronic obstructive pulmonary disease

**CPAP:** Continuous positive airway pressure

**Cr:** Creatinine

**CT:** Computerized tomography

**CTA:** Computerized tomography angiogram

**CVA:** Cerebrovascular accident **CVP:** Central venous pressure **CXRay:** Chest X-ray

**DDX:** Differential diagnosis **DKA:** Diabetic ketoacidosis **DLD:** Dyslipidemia

**DM:** Diabetes mellitus

**DM2:** Type 2 diabetes mellitus disease

**Echo:** Echocardiogram

**ED:** Emergency department

**e.g.:** For example

**EKG/ECG:** Electrocardiogram **ESR:** Erythrocyte sedimentation rate

**ETOH:** Alcohol

**GB:** Gallbladder

**GERD:** Gastroesophageal reflux disease

**GI:** Gastrointestinal **H+:** Hydrogen ion **HF:** Heart failure **hr:** Hour

**hrs:** Hours

**H & P:** History and physical **HPI:** History of present illness **HR:** Heart rate

**HTN:** Hypertension **ICU:** Intensive care unit **i.e.:** For example

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**ICP:** Intracranial pressure **INR:** International normalized ratio

**IV:** Intravenous

**IVF:** Intravenous fluid **IVP:** Intravenous push **I/O:** Intake and output **K:** Potassium

**kg:** Kilogram

**KUB:** Kidney, ureter, bladder **LAD:** Left anterior descending **LBBB:** Left bundle branch block **LV:** Left ventricle

**LVEF:** Left ventricle ejection fraction

**Mag:** Magnesium

**MAP:** Mean arterial pressure

**max:** Maximum **med:** Medication **meds:** Medications **mg:** Milligram

**mL:** Milliliter

**mm:** Millimeter

**MI:** Myocardial infection

**min:** Minute

**Na:** Sodium

**NaCI:** Sodium chloride **NGT:** Nasogastric tube **Nitro:** Nitroglycerin **NSTEMI:** Non-ST-elevation myocardial infarction **NTG:** Nitroglycerin

**O2:** Oxygen

**PE:** Physical exam

**PE:** Pulmonary embolus **PICC:** Peripherally inserted central catheter

**PNA:** Pneumonia

**PND:** Paroxysmal nocturnal dyspnea

**PO:** By mouth

**PPI:** Proton pump inhibitor

**prn:** As needed

**pt:** Patient

**PTX:** Pneumothorax

**pulm:** Pulmonary

**q:** Every

**t/o:** Rule out

**rtPA:** Recombinant tissue plasminogen activator **RV:** Right ventricle

**SC:** Subcutaneous

**SOB:** Shortness of breath **SBP:** Systolic blood pressure **S/S:** Signs and symptoms

**STEMI:** ST-elevation myocardial infarction

**SVT:** Supraventricular tachycardia

**TIA:** Transient ischemic attack **TEE:** Transesophageal echocardiogram

**TPN:** Total parenteral nutrition

**Vfib:** Ventricular fibrillation

**VT, Vtach:** Ventricular tachycardia

**VS:** Vital signs, vitals

**WPW:** Wolff-Parkinson-White syndrome

Urgent Procedures in

**Clinical Practice**

 

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**DISCLAIMER**

The purpose of this resource is to provide a step-by-step guide to demonstrate common clinical procedures in everyday clinical practice. The description of the procedures, indications, contraindications, universal precautions and list of basic equipment are created on the basis of the most recent information from the evidence-based literature. The steps listed here are explained in limited detail and should not be performed by practitioners unfamiliar with these procedures. Healthcare providers and trainees using this video atlas and book should take all appropriate safety precautions to determine best practices for their patients in the context of the clinical situation, respecting local procedures and policies. Clinical procedures should be performed within the scope of healthcare providers’ practice, in the appropriate learning environment, under the supervision of their mentors and/or supervisors, and in accordance with their governing professional association. The publisher and editor-in-chief of this book disclaim any liability, loss, injury or damage incurred as a consequence, directly or indirectly, of the use and application of any of the contents of this learning material.



Urgent Procedures in

# Clinical Practice

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*Dedicated to*

*Our students, residents and trainees who will use this video atlas and book to improve their clinical skills*







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### Preface

Video demonstrations are the most comprehensive way to learn procedures and contain information that cannot be mastered using photograph format. DVD on *Urgent Procedures in Clinical Practice* presents 50 procedural skills demonstrated on partialtasktrainers, full bodysimulators, cadavers and/or on realpatients in realclinicalscenarios. This comprehensivevideoatlascontains high–yield information on core procedures in family medicine, internal medicine, emergency medicine, surgery and obstetrics and gynecology. In our DVD, 20 experienced clinicians and experts in different disciplines use clinical simulation to guide medical students, nursing students, physicians in training, junior doctors and nurses through most common procedures in clinical practice. All the videos include learning objectives, indications, contraindications, universal precautions, complications, basic equipment and step-by step guide how to prepare and execute the procedure.

In clinical practice often there is not enough time to read an article, chapter or look through a large reference when there is a patient who requires an immediate response. The accompanying book serves as a quick guide for 50 procedural skills every physician in training and practicing physician should know. Chapters featuring procedural skills provide a concise review of the procedures and include 5 multiple choice questions and answers to test the learner’s knowledge. List of relevant literature sources is provided at the end of each chapter.

Combining the instructional videos and book in a practical manner allows the use of this procedure guide at the point of care as a great resource for keeping all the information at learners’ fingertips. Good luck in your practice!

**Sanja Kupesic Plavsic**







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**and Removal**



#### Illustrated OB GYN Problems

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**Dedicated to**

*Sanja,*

*Always patient, professional, and poised.*

*All the authors confirm “When we grow up, we want to be just like her”*

**Sireesha Y. Reddy**

*My husband, partner and co-parent, for all your patience*

**Melissa D. Mendez**

*My loving boys, Branko, Ivor and Hobbes*

**Sanja Kupesic Plavsic**

##### Preface

OB GYN Illustrated Problems allows physicians still in training, physicians in practice and medical students to go through common scenarios in obstetrics and gynecology practice and gain longitudinal experience with 60 virtual patients. This resource addresses wide differential diagnosis concerns and workups for common OB GYN patient presentations.

The use of consistent formatting enables easy assessment of patients’ chief complaints, history and investigations. *Clinical questions* section aims to provide answers about optimal diagnostic, treatment and care management strategies. Each case discussion ends with *Take home messages section* summarizing important case specific concepts in a succinct format. All case studies contain a short list of most relevant up-to-date references.

We believe that the use of this resource will allow different levels of learners to improve their clinical knowledge and reasoning, as well as update their diagnostic and management skills. We hope that our illustrated OB GYN Problems will assist medical students, residents and practicing physicians to more efficiently master the learning material for their boards and recertification examinations.

Good luck on your examinations and in practice!

**Sireesha Y. Reddy Melissa D. Mendez Sanja Kupesic Plavsic**

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##### Disclaimer

The purpose of this resource is providing a clinical decision pathway with a survey of treatment options, to accommodate the educational interests of trainees and practitioners in addressing the scope of options that might be considered in their clinical practice. There is no assurance that the scope of clinical decision-making and treatment options outlined for any particular condition and/or individual clinical presentation is comprehensive. The publisher and authors of this publication disclaim any liability, loss, injury or damage incurred as a consequence, directly or indirectly, of the use and application of any of the contents of this learning material.

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