The UCF College of Medicine Office of Faculty Development is pleased to present the following workshops and seminars designed to support the professional development and clinical teaching endeavors of our faculty. All sessions are designed to be delivered as one hour modules.

Please contact comfacdev@ucf.edu to schedule your preferred sessions!

- Advancing competency through teaching
- Bedside teaching techniques
- Characteristics of effective clinical teachers
- CV and promotion workshop
- Designing a learning encounter
- Diagnosing your learner
- Discover your impact metrics
- Documenting for success: workshop on dossiers
- Evaluating learner performance
- Facilitating evidence-based thinking
- From idea to submission: A getting published workshop
- Get help with your references
- Giving effective feedback
- How do I motivate my student?
- Introduction to entrustable professional activities
- Mentoring junior faculty
- Narrative evaluation
- Observation techniques
- Overview of library resources
- Patient acuity matters
- Point of care informatics resources
- Preparing to teach
- Promoting a positive learning environment
- Resident as team leader
- Strategies for addressing problems with learners
- Strategies for teaching diagnostic reasoning
- Teaching and Assessing Professionalism
- Teaching clinical reasoning skills
- Teaching evidence based thinking
- Teaching on the fly
- Teaching professionalism through role modeling
- The art of giving mini-lectures

Clinical Teaching Sessions

Teaching Clinical Reasoning Skills

The workshop will present multiple techniques to teach students in ambulatory practices and at the bedside. The session will wrap up with best practices related to giving effective feedback.

Strategies for teaching diagnostic reasoning

Clinical educators have the unique challenge of caring for patients while assessing the clinical skills and reasoning of learners in order to promote their progress toward independence in the clinical setting. This session focuses on how clinical teachers can facilitate the learning process to help learners make the transition from being diagnostic novices to becoming expert clinicians.

Characteristics of effective clinical teachers

The challenge of clinical teaching is to transform novice learners into competent physicians. This transformational process requires faculty to play several roles as they mentor and guide learners. In this workshop, participants will discuss their role in developing a novice learner and identify practical tools to improve the clinical learning environment.

Preparing to teach

Educating clinical learners is a significant activity that requires preparation at a number of levels. In this practical workshop, participants will discuss best practices related to preparing the office, patients and the daily schedule in preparation for a learner.

Bedside teaching techniques

Bedside teaching provides the educator a unique opportunity to influence a learner's diagnostic thinking and clinical skills while engaging the patient in their condition/disease. In this module, the basic principles of bedside teaching will be discussed using video clips that highlight positive and negative bedside behaviors.

The art of giving mini-lectures

Time constraints on a busy service and adult learning principles encourage the use of short lectures in medical education. This module will introduce participants to the ten-minute talk method including the advantages and disadvantages of its use and key elements for a successful presentation.

Giving effective feedback

Effective feedback is vital for developing learner self-evaluation, clinical and communication skills. This workshop will introduce characteristics and strategies of effective feedback, while participants strategically refine typical feedback responses to represent effective feedback.

Evaluating learner performance

Competency-based curricula require faculty to evaluate both cognitive and non-cognitive components of a learner's performance. In this introductory workshop, participants will learn some pitfalls to likert-based scales, identify strategies to address such pitfalls and discuss best practices around providing narrative comments on evaluations.

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Diagnosing your learner, part 1

Learners' skills and behaviors vary based on previous experience and background. In this workshop, participants will discuss a conceptual model for clinical skill development and identify strategies to assess learner aptitude in each of the relevant core competency domains

Diagnosing your learner, part 2

In this highly interactive workshop, participants build upon discussions from previous sessions, identifying teachable moments and effective interventions to advance student performance in the core competency domains.

Advancing competency through teaching

Medical educators play a major role in educating and advancing learner competency. In this session, participants will be introduced to the ACGME core competencies with significant focus on defining competency-based curricula, discussing the role of deliberate practice, and utilizing practical examples to highlight the role of teaching in advancing competency.

Strategies for addressing problems with learners

Problems exist whenever a learner's performance does not meet the preceptor's expectations. In this practical workshop, participants will discuss approaches to address learning problems and design a framework by which they can diagnose the cause.

Patient acuity matters: Strategies for teaching in fast paced situations

Time and urgency are major determinants in deciding how to incorporate students on a busy service. In this session, participants will be given a framework for identifying teachable moments and identify teaching strategies that are appropriate when patient cases are critical, emergent or of lower acuity.

How do I motivate my student?

Clinical faculty utilize a number of methods to motivate their learners. Their practices tend to be influenced by the way they were taught. In this reflective session, participants are encouraged to evaluate several methods (including pimping, not allowing learners to participate in interesting cases, publicly correcting major errors) and decide their place in the clinical learning environment today.

Teaching on the fly

In this workshop, participants are introduced to several efficient clinical teaching techniques that can be used on a busy service or practice including the one minute preceptor, Stanford model, case presentations at the bedside, and Aunt Minnie model.

Facilitating evidence-based thinking

Utilizing pre-requisite knowledge of EBM, participants are led through a series of cases that allow them to incorporate EBM practices in common teaching scenarios. Specific teaching behaviors related to the five steps of EBM (asking, acquiring, appraising, applying, and assessing) are also discussed.

Promoting a positive learning environment

In this highly interactive workshop, participants are introduced to clinical teaching behaviors that enhance and diminish the learning environment. Videos are utilized to facilitate discussion and develop a common understanding of practices that should be utilized in practice. This session also provides Clinical Educators with models and theories of student motivation.

Designing a learning encounter

Designing a meaningful learning encounter takes preparation and planning. This workshop introduces participants to the steps that are involved before, during and after a learning encounter. Participants will practice applying the steps to designing a learning encounter through a "choose your own adventure" scenario.

Using RIME to teach and evaluate learners

RIME is the vocabulary educators use to describe a learner's professional progress. Each step, Reporter-Interpreter-Manager-Educator represents a synthesis of skills, knowledge and attitude, when completely mastered, leads to professional competence. In this practical session, participants will develop a shared mental model of learners at each level and discover how to utilize RIME to assess and document learner performance.

Narrative Evaluation

Narrative evaluation is a significant aspect of the Clerkship year, as narrative evaluation provides meaningful feedback to the learner, in addition to laying the framework for the learner's Medical Student Performance Evaluation (MSPE) letter, often referred to as the Dean's letter. This module introduces clinical educators to the language used in the RIME model, to help preceptors construct rich and effective narrative evaluation. Preceptors will also be provided with strategies to make writing narrative evaluation efficient.

Teaching Evidence Based Thinking

Evidence based medicine (EBM) is a critical component of professional practice and clinical reasoning that is often missed because of lack of time or lack of understanding for the process. This module introduces preceptors to the tools for EBM and then recommends teaching techniques to utilize in instructing a learner.

Teaching Professionalism through Role Modeling

Professionalism is one of the ACGME core competencies of medical education, as such it is an important area to train learners in, however teaching and assessing professionalism can be challenging. This session introduces participants to the use of role modeling to teach and assess professionalism. Participants are made aware of the various qualities and settings of role modeling to make them more effective in their role.

Observation Techniques

Observation is one of the primary teaching methodologies used in medical training. This session provides participants with observation models and tools. Participants practice learned observation techniques with students that they observe through a video.

Introduction to Entrustable Professional Activities

Core entrustable professional activities for entering residency (CEPAERs also known as EPAs) are 13 proposed activities that the American Association of Medical Colleges (AAMC) believes medical students should be able to perform autonomously upon graduation. The proposed EPAs are meant to standardize graduation requirements for medical students. While they are currently not required for graduation, many programs are shifting their activities and assessment to incorporate the EPAs.

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Teaching and Assessing Professionalism

Professionalism is one of the ACGME core competencies of medical education; as such, it is an important area to train learners. However, learners report that there is a gap between what is taught about professionalism and what they are exposed to. This module aims to close that gap by equipping clinical educators with a clear definition of professionalism and effective strategies for teaching and assessing professionalism. Participants are made aware of the various characteristics, attributes and settings where professionalism training occurs so that instruction and evaluation of professionalism can be transparent, explicit and effective.

Professional Development Sessions

TeamSTEPPS –Agency for Healthcare Research and Quality (AHRQ) program

TeamSTEPPS is an evidence-based, teamwork system designed for health care professionals. The major goal of implementation is to create a culture of patient safety within an organization by improving communication and teamwork skills among professionals. Focusing on team structure, communication, leadership, situation monitoring and mutual support, the essential course focuses on team strategies and tools to enhance performance and patient safety.

SHARE Approach –Agency for Healthcare Research and Quality (AHRQ) program

AHRQ's SHARE Approach is a five-step process for shared decision making (SDM) that includes exploring and comparing the benefits, harms, and risks of each option through meaningful dialogue about what matters most to the patient. In this workshop, participants will explore the role of Patient-Centered Outcomes Research (PCOR) and communication in SDM and focus on techniques to implement SDM in their practice.

CV and promotion workshop

The curriculum vita is one of the major components of a promotion dossier. Join faculty development as we explore tips and examples of excellent CVs and the role of the CV in communicating goals and priorities for promotion. As part of the workshop, we will also outline the process for promotion at UCF College of Medicine. Please bring a copy of your CV for review by facilitated small groups.

Mentoring junior faculty

Mentoring plays a vital role in facilitating a faculty member's professional development including career selection, advancement, and productivity. In this session, faculty will engage in a discussion about the role of an effective mentor and models that support the personal and professional development of clinical faculty at academic medical centers.

Documenting for success: a workshop on promotion dossiers

The promotion dossier is designed to summarize a faculty member's accomplishments and performance to substantiate the case for promotion. In this session, the presenter will highlight best practices for presenting educational endeavors and describe important elements of the promotion dossier.

Resident as team leader

This session reviews leadership traits and discusses strategies for promoting team cohesion by recognizing and communicating one's leadership style to team members. \

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Medical Informatics Sessions

Overview of library resources

The Harriet F. Ginsburg Health Sciences Library website provides relevant resources to support the educational curriculum, research, and patient care initiatives of the College of Medicine. The website houses e-books, e-journals, online databases and a tool that searches the print collection to assist the faculty in their roles. In this session, the library staff will survey the most popular resources and introduce faculty to patient education tools.

Point of care informatics resources

In this medical informatics course, the Harriet F. Ginsburg Health Sciences Library faculty will introduce differential diagnosis generators, disease quick references, drug references and evidence-based medicine resources available for any web-enabled device (laptop, iPad, etc). The session will wrap up with a case-based application utilizing the tools on the iPad or other mobile devices. Faculty are encouraged to bring their mobile devices (iPhones, iPads, smartphones, etc) to participate in the hands-on portion of the program.

Get Help With Your References

The health sciences library provides hour-long, one-on-one EndNote workshops for UCF COM faculty, students, residents, and staff. A librarian will show you how to use EndNote reference management software to gather your references while you conduct research, how to organize and manage those references, and how to cite sources in your written document. Workshops are held in faculty and staff offices. Click here to schedule a session: https://health-sciences-library.appointlet.com

Discover Your Impact Metrics

The health sciences library provides 30 minute, one-on-one sessions to show you how to find and use data that highlights your scholarly impact. These sessions are designed to help you write a narrative most commonly used for promotion, tenure or grants. Click here to schedule a session: https://health-sciences-library.appointlet.com/s/discover-your-impact-metrics

From Idea to Submission: A Getting Published Workshop

This hour-long, hands-on workshop will help you identify your goals for publishing, find the right journal for your article, and learn how to evaluate a journal. For group training sessions, please contact Terri Gotschall at terri.gotschall@ucf.edu

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