

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. Sessions are 30; 45; or 60 minutes based on availability and preference. Please contact comfacdev@ucf.edu to schedule your preferred sessions!

Clinical Teaching Sessions

- Advancing Competency through Teaching
- Bedside Teaching Techniques
- Characteristics of an Effective Clinical Teacher
- Creating a Positive Learning Environment
- Creating Psychological Safety in the Learning Environment
- Dealing with a Difficult Resident
- Designing a Learning Encounter
- Diagnosing Your Learner
- Evaluating Learner Performance
- Everyday Bias in Teaching and Assessing Residents
- Facilitating Evidence-Based Thinking
- Giving Effective Feedback
- Health for the Provider, Bring the Joy Back in Practice
- Introduction to Entrustable Professional Activities
- Motivating Learners
- Narrative Evaluation
- Observation Techniques
- One Minute Preceptor
- Preparing to Teach
- Promoting Wellness in Faculty and Residents
- Recognizing and Mitigating Fatigue in Faculty and Residents
- Resident as a Leader
- Setting Expectations
- Strategies to Address Problems with Learners
- Supervision and Autonomy in GME
- Teaching Across Generations
- Teaching Critical Thinking and Professionalism as a Resident Leader
- Teaching Diagnostic Reasoning
- Teaching and Assessing Professionalism
- Teaching and Facilitating Clinical Reasoning Skills
- Teaching Quality Improvement
- The Art of Giving Mini-Lectures
- Time Efficient Teaching Strategies
- Transforming Dysfunctional Teams
- Using Questioning as a Teaching Tool
- Using RIME to Teach and Evaluate Learners
- Virtual Interview Strategies for Identifying the Best Candidates

Professional Development Sessions

- Creating PowerPoints to Enhance your Lecture
- Curriculum Vitae and Promotion Workshop
- Documenting for Success: A Workshop on Promotion Dossiers
- Flipped Classroom Teaching
- Journal Club 2.0 - Making it Engaging and Effective
- Gamification
- Mentoring Junior Faculty
- SHARE Approach – Agency for Healthcare Research and Quality (AHRQ) program
- Team-Based Learning Workshop
- TeamSTEPPS – Agency for Healthcare Research and Quality (AHRQ) program
- Writing Effective Letters of Recommendation for Learners

Medical Informatics Sessions

- Discover Your Impact Metrics
- From Idea to Submission: Getting Published
- Get Help With Your References
- Overview of Library Resources
- Point of Care Informatics Resources

Access, Belonging and Community Engagement Sessions

- Being an Advocate
- Belonging
- Cultural Appreciation vs Cultural Appropriation
- Discovering Who You Are
- Equity-Focused Medical Education
- How to Incorporate Health Equity into the Medical Curriculum
- Microaggressions in Healthcare and Academic Medicine
- SafeZone Ally Training
- Unconscious Bias in Medicine
- Understanding Equity

Research Based Sessions

- Research Basics – How do I get started?
- How to Establish Productive Collaborations
- NIH Grants 101
- VA Grants 101
- Writing IACUC Protocols
- Writing IRB Protocols
- Clinical Trials 101
- Writing a Specific Aims Page

Clinical Teaching Sessions

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.

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.

Characteristics of Effective Clinical Educators

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.

Creating a Positive Learning Environment

In this session we discuss the rationale for promoting a positive learning environment focusing on learner success, humanism and preparation for clinical work/patient care as they relate to LCME and ACGME standards. The remainder of the session focuses on motivational strategies and ways to improve psychological safety that not only impacts the learner but patient safety and outcomes.

Creating Psychological Safety in the Learning Environment

Understanding what psychological safety means in the learning environment is crucial for all shareholders. In this session, participants will understand psychological safety concepts and steps, become familiar with benefits and challenges of creating a psychologically safe environment and discover tools and tips for their site.

Dealing with a Difficult Resident

In this session, faculty will discuss opportunities to address common characteristics and behaviors of difficult residents in order to ensure the success of their service.

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.

Diagnosing Your Learner

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. In this interactive workshop, participants identify teachable moments and effective interventions to advance student performance in the core competency domains.

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.

Everyday Bias in Teaching and Assessing Residents

In this thought-provoking session, faculty will explore common types of bias that exist when approaching a resident in the clinical learning environment. The session will conclude with strategies to address bias as well as a progressive case that allows participants to see how new pieces of information about a learner’s performance impact’s their view and approach to the learner.

Facilitating 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 session introduces preceptors to the tools for EBM and then recommends teaching techniques to utilize in instructing a learner. Specific teaching behaviors related to the five steps of EBM (asking, acquiring, appraising, applying, and assessing) are also discussed.

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.

Health for the Provider, Bring the Joy Back in Practice

Provider burnout affects patient care as well as providers personally. This session will review the drivers of burnout, discuss various system areas that need optimization, review ikigai and growth mindset models to find ways to renew joy in medicine.

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.

Motivating Learners

Clinical faculty utilize several 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.

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.

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.

One Minute Preceptor

In this engaging workshop, the presenters take a deep dive into the One-Minute Preceptor model using videos to demonstrate best practices and missed opportunities for clinical teaching and learning. The session concludes with a discussion and reflection about ways in which this model is already used in the participants' practices and how one can improve their use of the model.

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.

Promoting Wellness in Faculty and Residents

In this session, participants reflect on the meaning and importance of wellness for providers and identify strategies for promoting and prioritizing wellness in the clinical environment. The workshop concludes with an exercise to reflect on personal wellness and system-based strategies for encouraging wellness in the workforce.

Recognizing and Mitigating Fatigue in Faculty and Residents

Fatigue in clinical settings can lead to serious consequences from performance to patient safety. In this session, we discuss the ways fatigue influences day-to-day interactions, ways to promote sleep wellness and how to support faculty and residents struggling with fatigue.

Resident as a Leader

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

Setting Expectations

How can we ensure our learners are on the path for success? As a preceptor, setting expectations for our learners will optimize their experience and ensure autonomy. This session goes through the specific process of how we can set expectations for our learners through orienting, goal setting, action and feedback.

Strategies to Address 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.

Supervision and Autonomy in GME

In this interactive workshop, we explore what makes a successful supervisory relationship within the context of ACGME's definition of supervision. The session concludes with a discussion of clinical scenarios where faculty develop a shared understanding of opportunities to provide residents with autonomy in patient care.

Teaching Across Generations

In this session, participants will identify characteristics of the millennial generation, discuss strategies for teaching across generations, and recommend methods for effective communication with students, residents, peers, and patients. Explore how the dynamics of various generations play a part in the workplace and what you can do to best navigate them.

Teaching Critical Thinking and Professionalism as a Resident Leader

As a Resident Leader it is imperative to train learners with emphasis on the importance of critical thinking and professionalism. In this session, participants will discuss why critical thinking is essential to Medicine, identify parallels to clinical reasoning and discuss opportunities to incorporate professionalism into clinical conversations with learners.

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.

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 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.

Teaching and Facilitating Clinical Reasoning Skills

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

Teaching Quality Improvement

Quality improvement aims to make a difference to patients by improving safety, effectiveness, and experience of care. In this session, we discuss how to approach a quality improvement project, the process to start a new project as well as ways to assess the impact of the proposed project.

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 session will introduce participants to the ten-minute talk method including the advantages and disadvantages of its use and key elements for a successful presentation.

Time Efficient Teaching Strategies

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. Strategies include the one-minute preceptor, Stanford model, case presentations at the bedside, and Aunt Minnie model.

Transforming Dysfunctional Teams

In this workshop, participants learn how to identify the root causes of dysfunctional team dynamics including forms of toxic teams and reflect on the benefits of high performing, cohesive teams. The session concludes with realistic examples of dysfunctional teams where participants apply strategies for improving team dynamics.

Using Questioning as a Teaching Tool

This session informs preceptors on the different levels of questioning and the frameworks behind questioning as a teaching tool. Participants will have the opportunity to create varying levels of questions based on their specialty and different clinical scenarios. In addition, this session includes best practices related to using questioning as a teaching tool.

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.

Virtual Interview Strategies for Identifying the Best Candidates

The COVID-19 pandemic has forced programs to re-imagine interviewing processes. In this session, participants will explore strategies for identifying students who are a good fit for the program and specialty while considering practical tips for preparing for and conducting virtual interviews. The session concludes with an exploration of the biases that may impact a faculty member's impression of potential candidates.

Professional Development Sessions

Creating PowerPoints to Enhance your Lecture

PowerPoint can enhance your teaching sessions by providing a roadmap, reinforcing what you say and allowing you to use graphics and other multimedia to clarify understanding and to support different learning styles. In this session, participants will discover ways to enhance didactic sessions through engaging PowerPoints.

Curriculum Vitae and Promotion Workshop

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

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, we will highlight best practices for presenting your educational endeavors and describe important elements of the promotion dossier.

Flipped Classroom Teaching

A flipped classroom encourages an active learning environment for students. In this session, participants will be shown how to facilitate a flipped classroom and identify opportunities to incorporate the model in their current teaching.

Journal Club 2.0 - Making it Engaging and Effective

Journal club remains an essential part of GME curriculum, however it can be ineffective when learners are not participants. This session will describe a competitive team format that will involve learners to search the medical literature to best answer their clinical questions.

Gamification

Gamification is the concept of applying elements of 'fun and games' into scenarios that traditionally are non-game experiences, such as didactics. In this session, participants will learn about various gamification techniques and identify ways to incorporate them into practice.

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.

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.

Team-Based Learning Workshop

The Team-Based Learning Workshop is a comprehensive introduction to team-based learning (TBL). TBL is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class. This workshop is intended for educators either who are new to TBL or who want to focus on fundamental TBL techniques and apply to their own teaching and curriculum.

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.

Writing Effective Letters of Recommendation for Learners

Personal letters of recommendation remain an essential part of residency applications. This session will review recommendations for components of a personal letter of recommendation, discuss coded language and how to avoid gender bias within letters.

Medical Informatics Sessions

Discover Your Impact Metrics

The Harriet F. Ginsburg Health Sciences Library will 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.

From Idea to Submission: Getting Published

This 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.

Get Help With Your References

The Harriet F. Ginsburg 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.

Overview of Library Resources

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

Point of Care Informatics Resources

In this medical informatics course, 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.

Access, Belonging and Community Engagement Sessions

Being an Advocate

Learn about the power of being an advocate and equip yourself with the tools for implementation in personal and professional environments.

Belonging

Identify the importance of belonging, the cost of exclusion, and how to strengthen feelings of belonging for both yourself and your peers in your personal and professional circles.

Cultural Appreciation vs Cultural Appropriation

Understand the histories and differences of appreciation vs. appropriation and the importance of celebrating culture and eliminating cultural appropriation. Can you be Black and appropriate Black Culture?

Discovering Who You Are

Explore intersectionality and its relation to identity and privilege.

Equity-Focused Medical Education

Identify the importance of incorporating health equity and cultural competence into every medical specialty's core curriculum and employing race-conscious language and principles in bedside and didactic teaching.

How to Incorporate Health Equity into the Medical Curriculum

Evidence-based, practical and novel strategies on how to incorporate health equity into your bedside and didactic teaching through this interactive and engaging professional development session.

Microaggressions in Healthcare and Academic Medicine

This session identifies the prevalence and impact of microaggressions in healthcare and academic medicine and provides concrete strategies for addressing them while maintaining dialogue and relationships.

SafeZone Ally Training

Participants at the training workshop will learn about LGBTQIA+ topics and terminology, receive resources and referral info, and discuss the power of being an Ally.

Unconscious Bias in Medicine

This session explores the origins of unconscious bias and its impact on patient care, the patient-physician relationship and health disparities.

Understanding Equity

Understand the differences of equality vs. equity, their importance and the shift from equality to equity.

Research-Based Sessions

Research basics – How do I get started?

From formulating a research question to understanding literature review, this session will review basics to kick-off your research.

How to establish productive collaborations

Establishing research collaborations can be tricky and time consuming. In this session, we will review best practices for establishing collaborations that span clinical and translational research.

NIH Grants 101

This session will review navigating and identifying NIH funding opportunities and how to best communicate with a program officer.

VA Grants 101

This session will review navigating and identifying VA funding opportunities.

Writing IACUC Protocols

This session will review best practices and tips for writing successful IACUC protocols.

Writing IRB Protocols

This session will review best practices and tips for writing successful IRB protocols.

Clinical Trials 101

Understanding the fundamentals of clinical trials can often be overwhelming. This session will review basics to help navigate clinical trials.

Writing a Specific Aims page

The specific aims page is the most critical section of a grant. This session will review the components and structure of an award-winning aims page.