



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 clinical educators. Sessions are 30; 45; or 60 minutes based on availability and preference. Please contact [comfacdev@ucf.edu](mailto:comfacdev@ucf.edu) to schedule your preferred sessions!

### **Reflective Practice and Commitment to Personal Growth**

- Facilitating Evidence-Based Thinking
- Resident as a Leader
- Teaching Critical Thinking and Professionalism as a Resident Leader
- Teaching Diagnostic Reasoning
- Teaching and Facilitating Clinical Reasoning Skills
- Teaching Quality Improvement
- Virtual Interview Strategies for Identifying the Best Candidates

### **Well-Being**

- Health for the Provider-Bring Back the Joy in Practice
- Promoting Wellness in Faculty and Residents/Learners
- Recognizing and Mitigating Fatigue in Faculty and Residents/Learners

### **Teaching and Facilitating Learning**

- Advancing Competency through Teaching
- Bedside Teaching Techniques
- Characteristics of an Effective Clinical Teachers
- Creating PowerPoints to Enhance Your Lecture
- Designing a Learning Encounter
- Teaching Across Generations
- The Art of Giving Mini-Lectures
- Time Efficient Teaching Strategies
- Using Questioning as A Teaching Tool
- Creating PowerPoints to Enhance Your Lecture
- Journal Club 2.0 Making it Engaging and Effective
- Gamification
- Team-Based Learning Workshop
- Preparing to Teach
- Flipped Classroom Teaching
- Setting Expectations
- Supervision and Autonomy in GME
- Using RIME to Teach and Evaluate Learners

### **Recognition and Mitigation of Bias**

- Everyday Bias in Teaching and Assessing Residents/Learners
- Microaggressions in Healthcare and Academic Medicine
- Unconscious Bias in Medicine



## **Professionalism in the Learning Environment**

- Creating a Positive Learning Environment
- Creating Psychological Safety in the Learning Environment
- Teaching and Assessing Professionalism
- TeamSTEPPS – Agency for Healthcare Research and Quality (AHRQ) Program

## **Learner Assessment**

- Giving Effective Feedback
- Diagnosing your Learner
- Evaluating Learner Performance
- Narrative Evaluation
- Using RIME to Teach and Evaluate Learners
- Observation Techniques

## **Performance Improvement and Remediation**

- Dealing with a Difficult Resident
- Strategies to Address Problems with Learners
- Point of Care Informatics Resources

## **Learner Professional Development**

- Curriculum Vitae and Promotion Workshop
- Documenting for Success- Workshop on Promotion Dossiers
- Mentoring Junior Faculty
- Writing Effective Letters of Recommendations for Learners

## **Science of Learning**

- Motivating Learners
- SHARE Approach- Healthcare Research and Quality AHRQ Program

## **Medical Education Scholarship**

- From Idea to Submission-Getting Published
- Get Help with Your Publication References
- Overview of Library Resources
- 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

## Session Descriptions

### **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.

### **Clinical Trials 101**

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

### **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.



### **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.

### **Dealing with a Difficult Resident**

In this session, faculty will discuss opportunities to address common characteristics and behaviors of difficult residents 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.

### **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.



## **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 their view and approach to the learner.

## **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.

## **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 of 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.

## **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.

## **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.

## **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.

## **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.

### **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 both patient care and personal well-being. This session explores burnout drivers, reviews ikigai and growth mindset models, and identifies paths to renew joy in medicine.

### **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.

### **Journal Club 2.0 - Making it Engaging and Effective**

This session presents a competitive team-based journal club format that actively involves learners in literature searches to answer clinical questions.

### **Mentoring Junior Faculty**

Effective mentorship fosters career development and professional growth. This session explores the roles and models of mentoring to support faculty at academic medical centers.

### **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.

### **Motivating Learners**

Faculty use various strategies to motivate learners—some outdated. This session invites reflection on traditional methods (e.g., pimping) and encourages modern, inclusive alternatives.

### **Narrative Evaluation**

Narrative evaluations are key to Clerkship feedback and MSPE letters. This module introduces the RIME model and offers strategies for writing rich, effective narrative evaluations.



## **NIH Grants 101**

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

## **Observation Techniques**

Observation is a core teaching method. This session provides models and tools for clinical observation and gives participants hands-on video-based practice.

## **Overview of Library Resources**

The Harriet F. Ginsburg Library supports curriculum, research, and patient care. Faculty will learn about key resources, patient education tools, and navigating the library's online systems.

## **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.

## **Preparing to Teach**

This practical session focuses on best practices for preparing your environment—office, patients, and schedule—to optimize the learner's clinical experience.

## **Promoting Wellness in Faculty and Residents**

Participants reflect on the importance of wellness, explore strategies to promote it within clinical environments, and engage in exercises to support personal and systemic well-being.

## **Recognizing and Mitigating Fatigue in Faculty and Residents**

Fatigue affects performance and patient safety. This session examines fatigue's impact, offers sleep wellness strategies, and discusses support systems for struggling providers.

## **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.



### **Resident as a Leader**

This session explores leadership traits and helps residents understand and communicate their leadership style to foster team cohesion.

### **Setting Expectations**

Setting clear expectations helps learners succeed. This session covers orienting, goal setting, action planning, and feedback as essential components of expectation setting.

### **SHARE Approach – Agency for Healthcare Research and Quality (AHRQ) Program**

SHARE is a five-step shared decision-making model. Participants will explore the role of Patient-Centered Outcomes Research (PCOR) and techniques to apply SDM in practice.

### **Strategies to Address Problems with Learners**

When a learner underperforms, diagnosis is key. This session provides a framework to identify root causes and design improvement strategies.

### **Supervision and Autonomy in GME**

Using the ACGME definition of supervision, this session explores balancing oversight with autonomy and includes case discussions to highlight effective supervisory relationships.

### **Teaching Across Generations**

Participants will explore generational differences (e.g., millennials vs. boomers) and learn communication and teaching strategies to bridge gaps in diverse clinical environments.

### **Teaching and Assessing Professionalism**

Professionalism is a core competency. This session explores how to role model and assess professionalism in various settings.

### **Teaching and Facilitating Clinical Reasoning Skills**

This workshop introduces techniques for teaching students in ambulatory and inpatient settings with a focus on reasoning and effective feedback.

### **Teaching Critical Thinking and Professionalism as a Resident Leader**

As resident leaders, teaching critical thinking and professionalism is essential. This session discusses integration of clinical reasoning and professional behaviors in daily teaching.





### **Teaching Diagnostic Reasoning**

This session helps clinical educators guide learners from novice to expert diagnosticians, emphasizing assessment and coaching in diagnostic reasoning.

### **Teaching Quality Improvement**

Quality Improvement (QI) improves safety, effectiveness, and care experience. Learn how to start a QI project and assess its impact.

### **Team-Based Learning Workshop**

This workshop introduces the fundamentals of Team-Based Learning (TBL), emphasizing pre-class preparation and in-class application of knowledge.

### **TeamSTEPPS – Agency for Healthcare Research and Quality (AHRQ) Program**

TeamSTEPPS is a framework to improve teamwork and communication in healthcare. It covers leadership, mutual support, situation monitoring, and team structure to improve patient safety.

### **The Art of Giving Mini-Lectures**

This session introduces the ten-minute talk format, its benefits and challenges, and tips for delivering high-yield, concise lectures during clinical teaching.

### **Time Efficient Teaching Strategies**

Learn time-saving teaching techniques suited to busy clinical environments, including the One-Minute Preceptor, Stanford Model, and Aunt Minnie model.

### **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

### **Using Questioning as a Teaching Tool**

This session explores the use of questioning in teaching, helping participants develop varied and effective questions based on clinical scenarios and specialty.

### **Using RIME to Teach and Evaluate Learners**

The RIME framework (Reporter, Interpreter, Manager, Educator) helps educators assess and describe learner progression. This session helps faculty apply RIME in evaluations.



## **VA Grants 101**

This session will review navigating and identifying VA funding opportunities.

## **Virtual Interview Strategies for Identifying the Best Candidates**

Explore effective virtual interview strategies, learn to mitigate bias, and discover how to evaluate candidates' fit for your program.

## **Writing Effective Letters of Recommendation for Learners**

This session reviews what makes a strong letter of recommendation, how to avoid coded language and bias, and how to write impactful narratives for residency applications.

## **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.

## **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.