<table>
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<tr>
<th>Date</th>
<th>Event Title</th>
<th>Facilitator</th>
<th>Room</th>
<th>Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td>August 20, 2019</td>
<td>Reappointment, Promotions &amp; Tenure</td>
<td>Alex Lentsch, PHD</td>
<td>MSB E261</td>
<td>1) Summarize RPT guidelines and processes</td>
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<td>2) Identify the requirements for each level of career advancement</td>
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<td>3) Develop a plan to reach the necessary milestones for career advancement</td>
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<td>4) Identify and avoid common mistakes made during the RPT process</td>
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<td>August 27, 2019</td>
<td>Objectives, outcomes, competencies, oh my….deconstructing medical education curriculum assessment</td>
<td>Tracy Pritchard, PHD, Laurah Lukin, PHD, and Pamela Baker, PHD</td>
<td>MSB 3057</td>
<td>1) Differentiate objectives, outcomes, and competencies</td>
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<td>2) Identify best practices in writing student learning outcomes.</td>
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<td>3) Revise student learning outcomes for one of your course/clerkship sessions/events using the best practice guidelines in writing student learning outcomes.</td>
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<td>4) Outline key steps to assess student learning outcomes.</td>
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<tr>
<td>September 10, 2019</td>
<td>Study Section 101: Once you Submit your Grant, What Happens?</td>
<td>Melanie Cushion</td>
<td>MSB 3057</td>
<td>1. Explain the overall NIH review process after submission to the Center for Scientific Review and how to avoid pitfalls</td>
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<td>2. Steer your proposal to the appropriate study section and understand the process of this first-level review</td>
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<td>3. Interpret your scores and summary statements to position your resubmission</td>
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<td>September 17, 2019</td>
<td>Take Time to Care for Yourself: Wellness Resources at UC</td>
<td>Ashley San Diego &amp; Mary Uhl</td>
<td>MSB 3057</td>
<td>1) Learn about UC’s employee wellness program, Be Well UC.</td>
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<td>2) Identify 2-3 ways to engage with Be Well UC.</td>
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<td>3) Build awareness of UC’s Employee Assistance Plan (EAP), Impact Solutions.</td>
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<td>4) Detail UC Benefits Resources</td>
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<td>September 19, 2019</td>
<td>Providing and receiving peer feedback in teaching and course design</td>
<td>Janice M. Denton, PhD, Professor, UCBA Chemistry.</td>
<td>MSB 7151</td>
<td>1) Differentiate between formative and summative peer review.</td>
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<td>2) Identify strategies for incorporating peer review into your teaching practice.</td>
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<td>3) Use reflective practice framework to participate in peer review of faculty member’s course/clerkship</td>
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## Complete Listing of COM Faculty Development Programs 2019-20

### October 2019

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
</table>
| October 1, 2019 | Where Does My Salary Come From?                                        | Neil Holsing, MBA      | MSB 3057 | 1) Identify various Funding Sources  
2) Review how Benchmarks are utilized  
3) Discuss the basics of UCP Compensation Plan  
4) Explain the role of the Compensation Committee |
| October 8, 2019 | Tips & Tricks for Writing your BioSketch                               | Dawn Kleindorfer, MD   | MSB 3057 | 1) Review basic principles of preparing an NIH Biosketch  
2) Share examples of previous Biosketches reviewed by Dr. Kleindorfer to further demonstrate the range of possible methods of Biosketch formatting and content  
3) Assist researchers in the content and visual appeal of their Biosketch to maximize the description of research productivity  
4) Help clinicians and clinical educators improve the descriptions of clinical and education activities on their Biosketches for optimal clarity and completeness. |
| October 15, 2019 | New Moms and Dads - UC Cares! Parental Leave Policy                    | Sheila McCormick, PHD  and Dawn Kleindorfer, MD | MSB 3057 | 1) Describe the current parental leave policy for UCCOM Faculty  
2) Explain the funding sources for parental leave  
3) Review the Human Resources process for scheduling parental leave |
| October 29, 2019 | Mentoring: How to Serve as a Research Mentor to Medical Students      | Christy Holland, PhD   | Room 3057 | 1) Identify the significance of research mentoring  
2) Define the roles of the research mentor and medical student  
3) Apply best practices in research mentoring in various medical education settings |

### November 2019

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<tr>
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</table>
| November 5, 2019 | Leadership: Effectively Managing Teams                               | Jack Kues, PHD         | MSB 3057 | 1. Distinguish between leadership and management activities in a team  
2. Identify different styles of leadership and how they apply to different types of teams  
3. Utilize strategies to promote optimal functioning within teams  
4. Recognize team dysfunction and its causes |
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<th>Learning Objectives</th>
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<tr>
<td>November 12, 2019</td>
<td>Writing and Preparing Manuscripts</td>
<td>George Deepe, MD and Mark Eckman, MD</td>
<td>MSB 3057</td>
<td>1) Recognize the importance of mentorship in honing your writing skills</td>
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<td>2) Identify ways to focus your writing based on understanding the main points you</td>
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<td>want your reader to take away from your manuscript.</td>
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<td>3) Explain how to communicate clearly by creating a succinct statement of your research</td>
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<td>objective(s)</td>
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<td>4) Summarize the organization and structure of a well-written scientific manuscript</td>
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<td>November 19, 2019</td>
<td>Physician Burnout - A Personal Experience Story</td>
<td>Mike Holliday, MD</td>
<td>MSB 3057</td>
<td>1. Explain how the individual, local environment, organization and national system</td>
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<td>factors interact in those with burnout.</td>
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<td>2. Question dichotomous views of burnout that only address either individual</td>
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<td>resiliency or system factors.</td>
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<td>3. Give an example of an integrated approach to increase joy in the workplace.</td>
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<td>November 26, 2019</td>
<td>Clinical Decision Making – Teaching and Assessment</td>
<td>John Quinlan, MD</td>
<td>MSB 3057</td>
<td>1. Describe how various skills can be measured by different assessments</td>
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<td>2. List the methods in which various assessments can effectively (or ineffectively)</td>
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<td>measure the same skill</td>
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<td>3. Begin to develop differing assessments to test specific skills</td>
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<td>4. Examine the influence of assessment on driving/guiding student learning</td>
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<td>December 3, 2019</td>
<td>“Can’t we all just get along?” Finding the middle ground that leads</td>
<td>Elizabeth Leenellett, MD</td>
<td>MSB 3057</td>
<td>1) Identify your conflict style</td>
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<td>to effective Conflict Resolution.</td>
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<td>2) Recognize the fundamental concepts of conflict management</td>
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<td>3) Discuss specific conflict management styles and techniques</td>
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<td>4) Prepare for a difficult conversation</td>
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<td>December 10, 2019</td>
<td>How to Recruit Diverse Patients into Clinical Trials</td>
<td>Dan Woo, MD</td>
<td>MSB 3057</td>
<td>1) Identify the historical barriers to recruitment of diverse patients into clinical</td>
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<td>2) Describe study design which incorporates diversity</td>
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<td>3) Identify approaches to recruitment that will incorporate diversity</td>
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Complete Listing of COM Faculty Development Programs 2019-20

December 18, 2019  Joy in Work: Is it Possible?
Facilitator: Jennifer Molano, MD
Room: MSB 3057
Learning Objectives: 1) Summarize different definitions of work
2) Discuss barriers to finding joy in work
3) Brainstorm ways to increase joy in work

January 2020

January 7, 2020  Tips and Tricks for Writing your CV or Executive Summary
Facilitator: Dawn Kleindorfer, MD
Room: MSB 3057
Learning Objectives: 1) Review basic principles of preparing a curriculum vitae and/or an Executive Summary
2) Share examples of previous CVs reviewed by Dr. Kleindorfer to further demonstrate the range of possible methods of CV formatting and content
3) Assist researchers in the content and visual appeal of their CV to maximize the description of research productivity
4) Help clinicians and clinical educators improve the descriptions of clinical and education activities on their CVs for optimal clarity and completeness.

January 13, 2020  Easy Statistics YOU can do part 3: Analysis of Variance (ANOVA)
Facilitator: Rob Kallmeyer, PhD, Associate Professor, The Christ College of Nursing and Health Sciences
Room: MSB 3057
This workshop will lead participants step by step through conducting an ANOVA in Excel, including what to click, how to interpret the results, how to create an APA/AMA results table, and how to write a statement for your results section for publication or presentation. You don’t need any knowledge of Excel or Statistics to attend.
Learning Objectives: 1) Explain what ANOVA is and when to use it
2) Use Excel to conduct an ANOVA
3) Create an APA results table and statement for your ANOVA results for publication or presentation

January 14, 2020  Grant Writing
Facilitator: Frank X. McCormack, Jr, MD
Room: MSB 3057
Learning Objectives: 1) Illustrate that good grant writing is about a good idea and a compelling story
2) Discuss that polishing grants is about iterative refinement and a parsimonious approach to use of words
3) Recognize that a high tolerance for frustration and dogged perseverance are keys to success

January 22, 2020  Zen In Your Office Den: Yoga while you work
Facilitator: Kimber Andrews, PHD
Room: MSB 3057
Learning Objectives: 1) Learn about the benefits of mindfulness and yoga for building focus, attention, and managing every day stress
2) Participate in simple mindfulness exercises that can be incorporated easily into the work day
3) Experience accessible seated and standing yoga poses that can be done in the work environment
4) Make a plan for incorporating simple mindfulness and yoga activities to increase general wellness
February 2020

February 4, 2020  Interviewing Techniques
Facilitator:  Jennifer O’Toole, MD, MEd, SFHM
Room:  MSB 3057
Learning Objectives:

February 11, 2020  Interpreting and Responding to Grant Reviews
Facilitator:  Melanie Cushion, PhD
Room:  MSB 3057
Learning objectives:  1) Discuss how to prepare yourself for, and deal with, (perceived) criticism
2) Outline important techniques of responding to critiques
3) Identify how to maximize your response in a 1-page rebuttal

February 18, 2020  Drop and give me 30.....Healthy cooking in half an hour
Facilitator:  Bruce Giffin, PhD
Room:  MSB 3057

February 25, 2020  Specialty Advising Training
Facilitators:  Robert (Rocky) Ellis, MD (Associate Professor, Dept. of Family & Community Medicine); Lisa Kelly, MD, MEd (Associate Professor, Dept. of Ophthalmology); Ilana Bergelson, BA (M4 medical student); Alice Mills, MD, MPH (Director of Career Development, Student Affairs)
Room MSB 3057
Learning Objectives:  1) Outline the medical student advising system at UCCOM
2) Name local and national resources for specialty advising
3) Describe examples of department specialty advising
4) Discuss specialty advising from a student perspective

March 2020

March 3, 2020  Improvement Science: Designing Systems for Better Outcomes
Facilitator:  Dr. Muhammad Ahsan Zafar, MD, MS, FCCP
Room:  MSB 3057
Learning Objectives:  1. Describe the role of ‘system’ as a modifiable risk factor in outcomes
2. Compare the differences & strengths of improvement science and clinical research
3. Introduce the UCH way for Performance Improvement
4. Identify one area in your domain that needs improvement

March 4, 2020  Narrative Feedback Workshop
Facilitators:  Steve Baxter, MD; Danielle Weber, MD; Matthew Kelleher, MD; Leslie Farrell, MD
Room:  MSB 3057

March 10, 2020  Clinical Research: How to Get Help
Facilitator:  Brett Kissela, MD
Room:  MSB 3057
Learning Objectives:  1) Summarize the structure and function of clinical research administration within the UC COM
Complete Listing of COM Faculty Development Programs 2019-20 and UC Health

2) Discuss what services are available to assist you in your clinical research endeavors

March 18, 2020  I Don't Have Time For That......Work-Life Balance On A Schedule
Facilitators: Michael Archdeacon, MD, MSE and Dani Zander, MD & Ashley San Diego
Room: MSB 3057

April 2020

April 7, 2020  Resilient Leadership
Facilitator: Evie Alessandrini, MD
Room: MSB 3057
Learning Objectives:

April 14, 2020  Navigating the IRB Process
Facilitator: Michael Linke, PHD
Room: MSB 3057
Learning objectives:
1) Identify human subjects research projects that require oversight by the UC IRB.
2) Describe the ethical principles for the protection of human subjects of research.
3) Outline the UC HRPP protocol review process
4) Recommend ways to improve interactions with the HRPP and IRB

April 15, 2020  Assessment of learning outcomes
Facilitators: Pamela Baker, PhD; Laurah Lukin, PhD; Tracy Pritchard, PhD
Room: MSB 3057

April 21, 2020  Do you Know How to Breathe? Practical Tips to Harness the Power of Breath
Facilitator: Achala Vagal
Room: MSB 3057

April 28, 2020  Evaluating active learning
Facilitators: Carolyn Smith, PhD; Tracy Pritchard, PhD
Room: MSB 3057

May 2020

May 5, 2020  Taking Advantage of Your Annual Performance Review
Facilitator: Alex Lentsch, PHD
Room: MSB 3057
Learning objectives:
1) Develop an agenda that allows you to take control of your performance review
2) Formulate realistic expectations and goals by working with your chief or chair
3) Discuss what information you should include in your review and why
4) Review what topics you should discuss with your chief or chair
5) Summarize how to deal with uncomfortable discussions

May 12, 2020  How to Give an Effective Presentation
Facilitator: Dawn Kleindorfer, MD
Room: MSB 3057
Complete Listing of COM Faculty Development Programs 2019-20

May 19, 2020  Financial Wellness Tips: “Living a Rich Life”  
Facilitator: James Lenhoff, CFP®  
Room: MSB 3057

May 26, 2020  The role of the preceptor in evaluating students  
Facilitator:  
Room: MSB 3057

June 2020

June 23, 2020  Ramping up formative feedback: Findings from a pilot study leveraging QR code technology  
Facilitator: Laurah Lukin, PhD  
Room: MSB 3057

July 2020

July 28, 2020  Breaking down the Likert scale: Strategies for question design and data analysis  
Facilitator:  
Room: MSB 3057