



**2019/2020**

---

**Institutional Faculty  
Development Course 18**



TEXAS TECH UNIVERSITY  
HEALTH SCIENCES CENTER  
EL PASO

---

## Table of Contents

1. Institutional Faculty Development Course (IFDC) 18
  - 1.1. IFDC 18 Goals
  - 1.2. IFDC 18 Program at a Glance
  - 1.3. IFDC Expectations
    - 1.3.1. Oral Presentation
    - 1.3.2. Online Learning Presentation
    - 1.3.3. Research/Scholarly Project
  - 1.4. IFDC 18 Timeline
    - 1.4.1. Oral Presentation
    - 1.4.2. Online Learning Presentation
    - 1.4.3. Research/Scholarly Project
  - 1.5. IFDC 18 Graduation Requirements
    - 1.5.1. Teaching Module Requirements
    - 1.5.2. Research Module Requirements
    - 1.5.3. Clinical Skills/Simulation Module Requirements (for clinical faculty)
    - 1.5.4. Leadership Module Requirements
2. Office of Faculty Development (OFD) Resources and Support
  - 2.1. Contact Information

### Appendices

- A. Oral Presentation Format
  - Oral Presentation Peer Evaluation Form
- B. Online Presentation Format
  - Simulation Activity Online Presentation Format
  - Instructions for Creation of Questions
  - Online Learning Evaluation Form
- C. Research Project Proposal Blueprint
- D. Scholarship Project Examples and Blueprints
  - Blueprint for Developing Teaching into Scholarship
  - Blueprint for Developing Curriculum into Scholarship
  - Blueprint for Developing Leadership and Administration into Scholarship
  - Blueprint for Developing Mentoring and Advisement into Scholarship
  - Blueprint for Developing Learner Assessment into Scholarship
- E. Quality Improvement and Patient Safety Project Template

---

## **1. Institutional Faculty Development Course (IFDC) 18**

The IFDC is an 80-hour course that extends over seven months. It is offered once a year and accommodates faculty members from the Paul L. Foster School of Medicine, Gayle Greve Hunt School of Nursing, Graduate School of Biomedical Sciences, Woody L. Hunt School of Dental Medicine, clinical faculty members of affiliated institutions and community faculty. The IFDC is designed to help junior and mid-level faculty members understand the full range of academic responsibilities, enhance their teaching and assessment skills, develop the skills of scholarship, understand the steps of academic advancement and establish a network of colleagues.

Before enrollment into the IFDC18, participants are asked to provide a CV, complete a faculty development questionnaire and meet with the OFD leadership to discuss their accomplishments and determine their short and long-term career goals. This information helps to understand the specific needs of each participant and customize his/her IFDC curriculum and future development program. The Associate and Assistant Academic Deans and Assistant Director briefly go over the IFDC structure and expectations. The OFD leadership assists the participant in choosing appropriate sessions and drafting their customized professional development plan. The integration of numerous trained facilitators allows participants to work in small groups, offering extensive opportunities to practice teaching skills to enhance participants' versatility and effectiveness in teaching, assessment, and feedback. The activities consist of seminars, conferences, workshops, role-playing exercises, and simulation-based activities. The curriculum of IFDC was redesigned and enhanced according to the valuable feedback, needs assessment and knowledge gap analysis of the previous participants.

### **1.1. IFDC 18 Goals**

The goals of our comprehensive faculty development course are to allow faculty to enhance their teaching and assessment skills, maintain competence in their discipline/specialty, achieve career advancement and professional satisfaction, support and engage in research and scholarship projects, develop leadership skills and participate in academically related public service. The OFD also aims to advance the IFDC participants in the creation of online educational materials, organizing and coordinating courses within their specialty/discipline to be used for student/resident/fellow education and faculty development.

### **1.2. IFDC 18 Program at a Glance**

The IFDC 18 begins on Nov. 6, 2019, with an introduction to the course, explanation of the learning objectives, course expectations, and information of the IFDC requirements and resources. The IFDC competency-oriented curriculum consists of four domains: teaching, scholarship/research, clinical skills/simulation (for clinical faculty), and leadership development. During the second part of the first session, the participants will present a PowerPoint presentation consisting of five slides to briefly introduce themselves, explain their major career accomplishments, and the reasons why they are joining the IFDC. They will also announce the topics of their oral and online learning presentations, as well as the goals of their research or scholarly projects.

**IFDC 18 FACE-TO-FACE SESSIONS  
TEACHING MODULE**

Nov. 6, 2019, (Wednesday, Noon – 5 p.m.) MEB - 1140	<b>Welcome, Course Overview, Housekeeping, and Networking</b> Sanja Kupesic Plavsic, MD, PhD; Zuber D. Mulla, PhD, CPH	
Nov. 13, 2019, (Wednesday, 1 – 5 p.m.) MEB - 1140	<b>Adult Learning Strategies</b>	
Tips for Medical Educators SMART Objectives and Small Groups		Zuber D. Mulla, PhD, CPH Sanja Kupesic Plavsic, MD, PhD
Nov. 22, 2019, (Friday, 1– 5:10 p.m.) MEB - 1200	<b>UME Seminar</b>	
<ul style="list-style-type: none"> <li>The Theoretical Framework of the PLFSOM Pre-Clerkship Phase Curriculum</li> <li>Improving the PLFSOM Pre-Clerkship Curriculum: Next Steps and Their Basis in Educational Theory</li> <li>The Theoretical Framework of the PLFSOM Clerkship Phase Curriculum</li> <li>The Theory and Practice of Longitudinal Integrated Clerkships</li> <li>Developing a PLFSOM Longitudinal Integrated Clerkship</li> <li>The Role of Year 4 in Preparing Students for the Transition to Residency</li> <li>Workshop on Preparing Students for the Clerkships: Exploring Goals for the Pre-Clerkship Curriculum</li> </ul>		Richard Brower, MD Tanis Hogg, PhD Heidi Lyn, MD; Lynn Herman, MD Maureen Francis, MD Maureen Francis, MD Neha Seghal, DO Ratna C. Boppana, MD Richard Brower, MD
Dec. 4, 2019, (Wednesday, 1 – 5 p.m.) MEB - 1140	<b>Team-Based Learning (TBL), Microteaching Best Practices of Online Learning</b>	Dale Quest, PhD Eduardo Vazquez, MS
Dec. 11, 2019, (Wednesday, 1– 5 p.m.) MEB – 1140	<b>Library Skills</b>	
EndNote, EBM Resources, and Identifying Predatory Publishers and Bibliometrics EBM PICO and PICOTT Search Strategies to Answer Clinical Questions		Librarians
Dec. 18, 2019, (Wednesday, 3– 5 p.m.) MEB – 1120, 1140, 1150	<b>Participants’ Oral Presentations – Required</b>	
Jan. 10, 2020, (Wednesday, 1 – 5 p.m.) CSB – A3500	<b>GME Conference</b>	
<ul style="list-style-type: none"> <li>Introduction</li> <li>Remediation</li> <li>Giving Feedback</li> <li>Building a Remediation Program</li> <li>PDAR and Disciplinary Action Policy and Legal Aspects</li> </ul>		Armando Meza, MD Abhizith Deoker, MD L. Aimee Hechanova, MD Brian Edwards, MD Armando Meza, MD
Jan. 24, 2020, (Friday, 1– 5 p.m.) MEB – 1120, 1110	<b>Exploring and Creating Opportunities for Community-Based Participatory Research in the Paso del Norte Region and Beyond</b>	
<ul style="list-style-type: none"> <li>Introductions and Review of the Agenda</li> <li>Why Community-Engaged Research?</li> <li>Overview of Community-Based Participatory Research (CBPR)</li> <li>What Did You Hear? Review of Principles of CBPR</li> <li>Panel on CBPR Research at TTUHSC El Paso</li> <li>“My Ideas” – Small Group Work: Discussion of Participant Ideas for CBPR</li> <li>Models at UT Southwestern Medical Center – Research Tracks and Reflections on Today’s Discussion</li> <li>Next Steps at TTUHSC El Paso</li> </ul>		Zuber D. Mulla, PhD, CPH E. Lee Rosenthal, PhD, MS, MPH Nora Gimpel, MD E. Lee Rosenthal, PhD, MS, MPH E. Lee Rosenthal, PhD, MS, MPH Jennifer Salinas, PhD Navkiran Shokar, MD, MPH, MA Moderator: Zuber D. Mulla, PhD, CPH Kristi Borden, Community Partner, and Presenter Team Nora Gimpel, MD E. Lee Rosenthal, PhD; Zuber D. Mulla, PhD, CPH
Jan. 31, 2020, (Friday, 12:30 – 4:30 p.m.) MEB – 1140	<b>Teaching Today’s Learner’s: Are You Ready?</b> Christiane Herber-Valdez, EdD, Oliana Alikaj-Fierro, PhD, Michele Williams, EdD	

## RESEARCH MODULE

Feb. 5, 2020, (Wednesday, 4 – 5 p.m.) MEB – 1120	<b>Common Study Designs in Clinical Research</b>	
Feb. 5, 2020, (Wednesday, 5 – 6 p.m.) MEB - 1120	<b>Basic Data Analysis Using OpenEpi</b>	
Feb. 14, 2020, (Friday, Noon – 4 p.m.) MEB - 1150	<b>Critical Research Skills: IRB Submissions, Databases and More</b>	
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• IRB Overview</li> <li>• Basic iRIS Features and Initial Submissions</li> <li>• Managing Your Data Using REDCap</li> <li>• Obtaining Informed Consent</li> <li>• Closing Remarks</li> </ul>		Zuber D. Mulla, PhD, CPH Myriam Casillas, DrPH Myrna Arvizo, CIM, CIP Jaqueline Roberts, BS, BA Jaqueline Roberts, BS, BA Zuber D. Mulla, PhD, CPH Myriam Casillas, DrPH
Feb. 21, 2020, (Friday, 12:30 – 4:30 p.m.) MEB - 1120	<b>Writing Interest Group</b>	
March 18, 2020, (Wednesday, Noon – 4:30 p.m.) AEC – 201A	<b>Quality Improvement in Clinical Simulation</b>	Lisa Ayoub-Rodriguez, MD Diego De La Mora, MD Stella Winters, MD

## CLINICAL SKILLS MODULE

April 2020	<b>How to Organize a Simulation Session</b> <b>Integration of Simulation Across the Curriculum</b> <b>How to Write Learning Objectives for Clinical Simulation Session</b> <b>PLFSOM Medical Skills Curriculum</b> <b>Technology in Simulation</b>
------------	--

## LEADERSHIP DEVELOPMENT MODULE

March 27, 2020, (Friday, 8 – 11 a.m.) AEC-Faculty Lounge	<b>Unleashing the Leader Within</b> W.W. Souba, MD, MBA, ScD
May 13, 2020, (Wednesday, Noon – 4 p.m.) MEB-1120	<b>Conflict Resolution and Negotiation</b> Shiva Mansourkhani, MD
May 20, 2020, (Wednesday, 4 – 6 p.m.) MEB-1120	<b>Teamwork and Consensus Building</b> A. Peter Catinella, MD, MPH
May 27, 2020, (Wednesday, 4 – 6 pm.)	<b>Feedback and Reflection</b> FDC Participants

## ONLINE LEARNING MODULES TEACHING MODULE

Presentation	Author	CME Credit
Medical School Accreditation and the Importance of a Programmatic Approach to Medical Education	Richard D. Brower, MD	.25
Entrustable Professional Activities (EPA)	Dale Quest, PhD	.50
How to Create an Educator Portfolio/Personal Statement	Sanja Kupesic Plavsic, MD, PhD	.50
Small-Group Facilitation	Sanja Kupesic Plavsic, MD, PhD	.25
Role-Plays	Sanja Kupesic Plavsic, MD, PhD	.25
Team-Based Learning	Dale Quest, PhD	.25
Clinical and Bedside Teaching	Sanja Kupesic Plavsic, MD, PhD	.50

Presentation	Author	CME Credit
A C.A.S.E. for Engaging Your Learners	Dale Quest, PhD	.50
ACGME 2019 Common Program Requirements: Section I/VI Oversight	Armando Meza, MD	.25
ACGME 2019 Common Program Requirements: Section II/VI Personnel	Armando Meza, MD	.25
Accessing Library and Information Resources	Lillian Carl, MSLS, AHIP	.25

Presentation	Author	Instructional Non-CME
PowerPoint Tricks	J. Hector Aranda, CHSOS	.25
How to Make Videos and Video Lectures (Adobe Premier)	Marco Rodriquez, MS, MEd Eduardo Vazquez, MS	.25
How to Create Online Learning Modules	Marco Rodriquez, MS, MEd	.25
How to Create Poster Presentations	Marco Rodriquez, MS, MEd	.25
Interactive Large Group (audience response system poll everywhere)	Eduardo Vazquez, MS	.25
How Do You Connect Learners (video conferencing, WebEx, social networks)	Marco Rodriquez, MS, MEd Eduardo Vazquez, MS	.25

### RESEARCH MODULE

Presentation	Author	CME Credit
Turning Your Current Work Into Scholarship	Sanja Kupesic Plavsic, MD, PhD	.50
Case-Control Studies	Zuber D. Mulla, PhD, CPH	1
Cohort Studies	Zuber D. Mulla, PhD, CPH	1
Confounding and Effect Modication	Zuber D. Mulla, PhD, CPH	1
Measures of Disease Frequency	Zuber D. Mulla, PhD, CPH	.50

### CLINICAL SKILLS / SIMULATION MODULE

Presentation	Author	CME Credit
Types of Clinical Simulation Equipment (classification of simulators)	J. Hector Aranda, CHSOS	.25
How to Prepare for Simulation Sessions	J. Hector Aranda, CHSOS	.25

Presentation	Author	Instructional Non-CME
Skin Adhesives	Indu Pathak, MD, FAAP	.25
Skin Stapling	Stacey A. Milan, MD	.25
Suturing Skin Lacerations	Stacey A. Milan, MD	.25
Ingrown Toenail Removal	Scott Crawford, MD, FACEP	.25
Wart, Corn and Callus Removal	Victor J. Olivas, MD	.25
Fine Needle Aspiration	Stacey A. Milan, MD	.25
Breast Cyst Aspiration	Stacey A. Milan, MD	.25
Punch Biopsy	Stacey A. Milan, MD	.25
Shave Biopsy	Stacey A. Milan, MD	.25
Incision and Drainage of Superficial Skin Abscess	Stacey A. Milan, MD	.25
Nasal Foreign Body Removal	Bryan Newbrough, MD	.25
Control of Epistaxis	Bryan NewBrough, MD Stacey A. Milan, MD	.25
Venipuncture/Phlebotomy	Safa Farrag, MD	.25
Peripheral IV Access/Starting an IV Line	Safa Farrag, MD	.25
Nasogastric Tube Insertion	Safa Farrag, MD	.25

<b>Presentation</b>	<b>Author</b>	<b>Instructional Non-CME</b>
Urethral/Bladder Catheterization	Safa Farrag, MD	.25
Lumbar Puncture	Darine Kassar, MD Paisith Piriyawat, MD	.25
Digital Rectal Examination and Anoscopy	Oscar Noriega, MD Sanja Kupesic Plavsic, MD, PhD	.25
Excision of Thrombosed Hemorrhoid	Scott Crawford, MD, FACEP, CHSOS	.25
Endotracheal intubation	Maj Craig Ainsworth, MD Benjamin R. Morang, DO	.25
Thoracentesis	Scott Crawford, MD, FACEP, CHSOS	.25
Chest Tube Placement	Victor J. Olivas, MD	.25
Paracentesis	Scott Crawford, MD, FACEP, CHSOS	.25
Arterial Lines	Maj Craig Ainsworth, MD Benjamin R. Morang, DO	.25
Central Venous Catheterization	Maj Craig Ainsworth, MD	.25
Peripherally Inserted Central Catheter	Nicholas B. Hardin, DO	.25
Venous Cutdown	Scott Crawford, MD, FACEP, CHSOS	.25
Chest X-ray Evaluation	Shaked Laks, MD	.25
EKG Performance and Interpretation	Safa Farrag, MD	.25
Fluorescein Eye Examination	Michael F. Maldonado, OD, MBA	.25
Conscious Sedation	Silvia Villa-Royval, MD	.25
Primary Care Local and Regional Anesthesia	Silvia Villa-Royval, MD	.25
Soft Tissue Corticosteroid Injections	Gerardo Vasquez, MD	.25
Splinting	Gerardo Vasquez, MD	.25
Arthrocentesis	Gilberto A. Gonzalez, MD	.25
Closed Joint Reductions	Gilberto A. Gonzalez, MD	.25
Fetal Heart Rate Monitoring	Sanja Kupesic Plavsic, MD, PhD	.25
Internal Fetal Heart Rate Monitoring	Melissa Mendez, MD Sanja Kupesic Plavsic, MD, PhD	.25
Triage OB Ultrasound	Sanja Kupesic Plavsic, MD, PhD	.25
Normal Vaginal Delivery	Melissa Mendez, MD Sanja Kupesic Plavsic, MD, PhD	.25
Perineal Repair	Melissa Mendez, MD Sanja Kupesic Plavsic, MD, PhD	.25
Newborn Circumcision	Carmen Prieto Jimenez, MD	.25
Pap Smear	Sanja Kupesic Plavsic, MD, PhD	.25
Wet Mount	Sanja Kupesic Plavsic, MD, PhD	.25
Pessary Fitting	Sanja Kupesic Plavsic, MD, PhD	.25
Bartholin's Cyst Management	Sanja Kupesic Plavsic, MD, PhD	.25
Cervical Polyp Removal	Sanja Kupesic Plavsic, MD, PhD	.25
Cervical Colposcopy	Sanja Kupesic Plavsic, MD, PhD	.25
Endometrial Biopsy	Sanja Kupesic Plavsic, MD, PhD	.25
Dilation and Curettage	Sanja Kupesic Plavsic, MD, PhD	.25
Intrauterine Device Placement and Removal	Melissa Mendez, MD Sanja Kupesic Plavsic, MD, PhD	.25

## LEADERSHIP DEVELOPMENT MODULE

Presentation	Author	CME Credit
What is Leadership, and How Do We Develop It?	Blake Busey, DO	.25
Preparing your NIH Bio-Sketch	Anna M. Eiring, PhD	.25
Strategic Planning	Oliana Alikaj-Fierro, PhD, MBA	.25

The IFDC 18 ends on May 27, 2020, with the participants' final PPT presentation and feedback consisting of five slides (what did they like and what they did they not like in the IFDC, list of recommended changes and proposal for how they can contribute to the future institutional faculty development program offerings). Finally, a summary of the participant's accomplishments and IFDC attendance is generated and provided to the participant's department chair. This summary report can be used in the faculty member's annual performance evaluation.

### 1.3. IFDC Expectations

The attendance of the IFDC is required, and active participation is expected during *face-to-face* sessions/workshops/conferences. Participants can make up contact hours in each module through active participation in online learning sessions. During the IFDC, each participant is required to create and present one oral presentation, create and upload one online learning presentation, and complete one research or scholarship project.

#### 1.3.1. Oral Presentation

One of the objectives of IFDC is to help the participants become effective teachers and presenters. To facilitate the creation of a good lecture and the delivery of a memorable oral presentation, the OFD will be conducting a formal assessment of the participants' oral presentation skills (Appendix A).

- a. Each IFDC participant will have a total of 10 minutes for an oral presentation of his/her choice on a discipline/specialty specific topic.
- b. The presentations should be prepared with the PowerPoint presentation (PPT) using a TTUHSC El Paso template.
- c. The PPT presentation must be emailed to Connie Rosales, who will ensure that the PPT is ready for the day of the presentation (email: [connie.rosales@ttuhsc.edu](mailto:connie.rosales@ttuhsc.edu)).
- d. The participants should bring ten hard copies of their PPT presentation for distribution to their peers and proctors.
- e. The oral presentation should consist of the following components:
  - Title page: presentation title, presenter's name, degree, affiliation, and institution.
  - Two learning objectives.
  - Introduction.
  - Materials and methods (if applicable).
  - Results (if applicable).
  - Conclusions.

- Literature.
- f. Oral presentation instructions:
  - Utilize the principles of adult learning and effective teaching.
  - Apply techniques of effective oral presentation.
  - Use charts, graphics, and tables to clarify your information.
  - Use technology to improve your presentation.
  - Demonstrate appropriate use of visual aids, such as laser pointers.
- g. Each group will be proctored by two or more faculty lecturers and current IFDC participants. Since it's a peer-review session, each of you will evaluate your colleagues using the same evaluation form. Please be candid and constructive.
- h. Your presentation will be recorded, and a DVD will be provided for your review. Feel free to share it with your faculty evaluator and mentor.
- i. Please allow enough time for questions and answers and feedback on your oral presentation skills. The discussion and feedback will last maximum of five minutes.

### **1.3.2. Online Learning Presentation**

Another objective of the IFDC course is to advance the participants' ability to create online educational material (Appendix B). To facilitate the preparation of an effective online presentation, based on the principles of active learning, the OFD lead analysts will provide technical support for the preparation and editing of the AV recordings and creation of multiple choice testing items.

- a. Each IFDC participant will create an online presentation via the Canvas Learning Management Platform provided by TTUHSC El Paso.
- b. The online presentation will cover a discipline/specialty specific topic or simulation-based learning activity, different from the one for oral presentation.
- c. Online Learning Presentation Format:
  - Title page: presentation title, presenter's name, degree, affiliation, and institution.
  - Two learning objectives.
  - Create five (5) pretest items to assess the learners' knowledge before the content presentation. The author is required to provide correct answer options (refer to Appendix B, Instructions for Creation of Questions for additional information.)
  - Narrated PPT (a 10-minute educational video using a predefined, institutional template to follow the pretest).
  - Conclusions/Summary of the content.
  - Literature.
  - The corresponding author's contact information (address, email, and telephone).
  - Ten (10) post-test items: Note that five of the ten post-test items should be the same as in the pretest to assess learners' knowledge improvement. An 80 percent score must be achieved in the post-test to receive credit. Participants will have three attempts to pass the post-test.
  - A one-to-two page PDF handout summarizing the take-home messages, notes, recommended readings, links, and additional information.
- d. Faculty working on their online presentation are required to schedule a meeting with the OFD lead analysts to discuss the content and timeline of their project. The Canvas Learning Management Platform provided by TTUHSC El Paso will host all of the online

---

courses and will adhere to institutional policies and guidelines. Online courses will be revised every year to make sure that the content is relevant and up-to-date.

- e. The OFD encourages faculty to provide interactive and engaging online presentations aimed at adult learners. When creating online presentations, consider analyzing the needs of the learners, defining goals and SMART objectives (specific, measurable, achievable, realistic, and time-bound). Online material must have proper grammar, accurate references and correct usage of TTUHSC El Paso logos. Implement, evaluate and reflect on the success of the course. Consider creating a survey to assess learners' satisfaction.
- f. The online contribution will be peer-reviewed by a senior educator and faculty discipline expert, and you will be provided with detailed feedback about the quality, effectiveness, and impact of the presented material (refer to Appendix B).

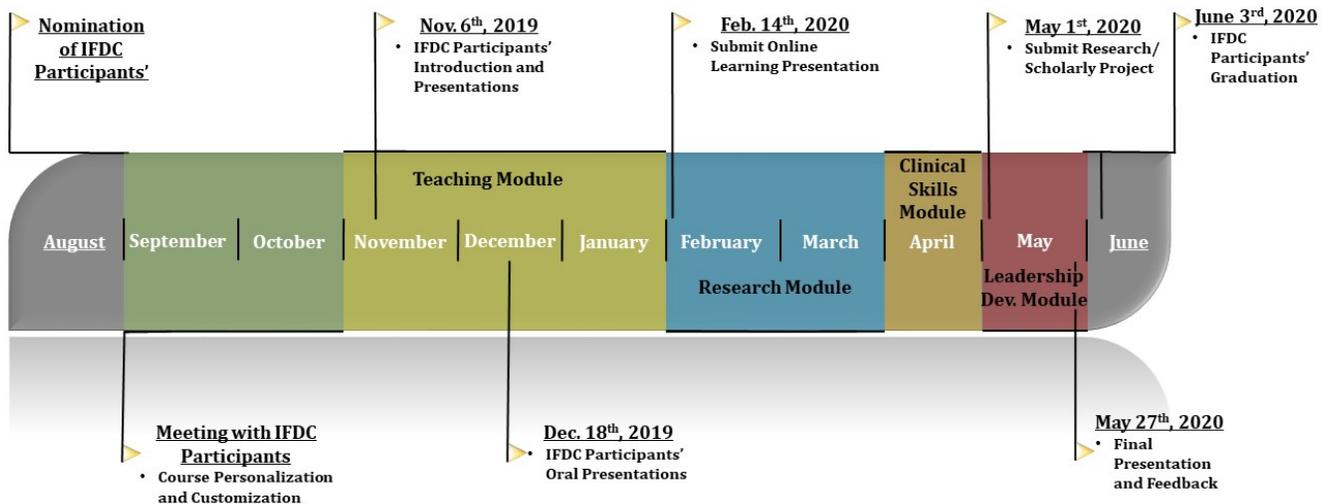
### **1.3.3. Research/Scholarly Project**

The participants will be tasked to draft a proposal for research or scholarly project consisting of a research/scholarship protocol, background section, a section on the materials and methods, budget (when applicable), and the project timeline. The purpose of this expectation is to complete a research or scholarship project proposal that could be used for an IRB submission or grant application or as a proposal for a scholarship of discovery, integration, application, or teaching. For practicing clinicians, creation of the quality improvement/patient safety (QI/PS) project is the alternative option. The research, scholarship, or QI/PS contributions will be peer-reviewed, and structured feedback will be provided.

Blueprints for creation of the research project are provided in Appendix C. Examples of scholarship of discovery, integration, application, and teaching and scholarly project blueprints (AAMC tables) for developing teaching, curriculum development, leadership and administration, mentoring and advisement, and learner assessment into scholarship are presented in Appendix D. A scholarly project blueprint for developing QI/PS project into the scholarship is presented in Appendix E.

## 1.4. IFDC 18 Timeline

### IFDC Timeline



#### 1.4.1. Oral Presentation

Oral presentations are scheduled for mid-December. DVD recording and written feedback will be provided by March 1, 2020.

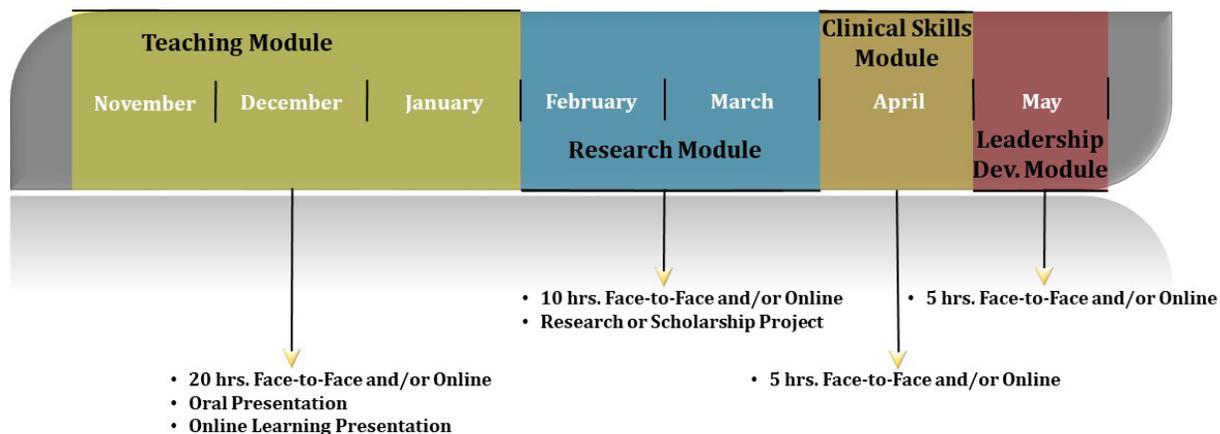
#### 1.4.2. Online Learning Presentation

Each IFDC participant is expected to create one online learning presentation. This contribution is due by Feb. 14, 2020. Feedback will be provided on April 1, 2020.

#### 1.4.3. Research/Scholarly Project

Submission of research and scholarly projects is scheduled for May 1, 2020. Feedback on the research and scholarly projects will be provided in mid-May.

## IFDC 18 Graduation Requirements



### 1.4.4. Teaching Module Requirements

Participants must complete a minimum of twenty (20) hours of face-to-face and/or online training in the Teaching Module. In addition to attendance and active participation and completion of the online material, the participants are required to create and present one oral presentation, and complete and submit one online learning presentation (refer to Appendices A and B).

### 1.4.5. Research Module Requirements

Participants must complete a minimum of ten (10) hours of face-to-face and/or online training in the Research Module. In addition to attendance and active participation and completion of the online material, the participants are required to create and submit a research or scholarship project proposal (refer to Appendices C, D, and E).

### 1.4.6. Clinical Skills/Simulation Module (for clinical faculty) Requirements

Practicing clinicians participating in the IFDC must complete a minimum of five (5) hours of face-to-face and/or online training in the Clinical Skills/Simulation Module. Clinical simulation online modules that result in the awarding of CME credits are listed in the table.

The OFD is proud to announce that instructional videos of the fifty (50) most common procedural skills in clinical practice, authored by the TTUHSC El Paso faculty, are available for IFDC participants. Depending on their area of interest/specialty, they may request access to the procedural skills videos, answer five (5) multiple-choice items, and obtain 0.5 hrs. of non-CME credits per skill completed. Completing ten (10) procedural skills videos and successfully passing a short quiz at the end of each video (minimum score of 80% correct with three attempts allowed) enables participants to earn five (5) non-CME credit hours that will count towards the Clinical Skills module requirements.

Additionally, participants have the option to perform an individual or small group simulation session for each procedural skill they complete online. Viewing five (5) procedural skills videos, successfully completing a short quiz for each skill, and performing these five (5) procedural skills under supervision is an alternative way to earn five (5) non-CME credit hours that will count towards the Clinical Skills module requirements.

### **1.4.7. Leadership Module Requirements**

Participants must complete a minimum of five (5) hours of face-to-face and/or online training in the Leadership Module.

## **2. Office of Faculty Development (OFD) Resources and Support**

The OFD will support the creation of online courses and simulation modules with the assistance of faculty and lead analysts who are available on-site. This support includes:

1. Creation of interactive sessions, voice-over presentations, video interviews, and creation and recording of case vignettes.
2. Online learning activity creation.
3. Presentation development.
4. Clinical simulation activity/presentation development.
5. Delivery and monitoring of educational program outcomes.
6. Learner assessments.
7. Troubleshooting.
8. Creation of tutorials for online and technology-assisted learning.
9. Data collection and analysis.

**Note:** Please allow enough time to plan and develop educational content. Before starting your project, schedule a meeting with the OFD to discuss the project's content and timeline.

### **2.1. Contact Information**

#### **Office of Faculty Development**

Medical Education Building –MSC 21007

5001 El Paso Drive

El Paso, TX 79905

Phone: 915-215-4380

Fax: 915-783-6214

Email: [ElPasoFacultyDevelopment@ttuhsc.edu](mailto:ElPasoFacultyDevelopment@ttuhsc.edu)

## Appendix A

### Oral Presentation Format

<b>Title page</b>	Presentation Title: Presenter's Name: Degree: Affiliation and Institution:
<b>List two learning objectives</b>	1. -> 2.
<b>Introduction</b>	
<b>Materials and methods (if applicable)</b>	
<b>Results (if applicable)</b>	
<b>Conclusions</b>	
<b>Literature</b>	

### Oral Presentation Peer Evaluation Form

Presenter: \_\_\_\_\_

Topic Title: \_\_\_\_\_

<b>ORGANIZATION OF SUBJECT</b>	<b>NEED IMPROVEMENT</b>	<b>GOOD</b>	<b>EXCELLENT</b>
Ice breaker			
Introduction			
Defined and measurable learning objectives			
Appropriate content and amount of information			
Application of adult learning principles (conceptual, contrast, interactive, practice, paced)			
Comments:			

<b>TEACHING TECHNIQUE</b>	<b>NEED IMPROVEMENT</b>	<b>GOOD</b>	<b>EXCELLENT</b>
Ask rhetorical questions			
Answer to questions			
PowerPoint preparation			
Use of AV equipment			
Use of laser pointer			
Good sense of humor			

<b>SPEAKING SKILLS</b>	<b>NEED IMPROVEMENT</b>	<b>GOOD</b>	<b>EXCELLENT</b>
Eye contact			
Hand and body gestures			
Voice quality			
Distracting mannerism			
Use of non-words (Uh-Aaah)			
Show interest in the subject			
Comments:			

## Appendix B

### Online Presentation Format

<b>Title page</b>	Presentation Title: Presenter's Name: Degree: Affiliation and Institution:
<b>List two learning objectives</b>	1. -> 2.
<b>Create five (5) pretest items to assess the learners' knowledge before the content presentation.</b> The author is required to provide correct answer options (refer to Appendix B, Instructions for Creation of Questions for additional information).	1. -> 5.
<b>Narrated PPT</b> (a 10-minute educational video using a predefined, institutional template to follow the pretest)	
<b>Conclusions/Summary of the content</b>	
<b>Literature</b>	
<b>The corresponding author's contact information</b>	Address: Email: Telephone #:
<b>Ten (10) post-test items:</b> Note that five of the ten post-test items should be the same as in the pretest to assess learners' knowledge improvement. An 80 percent score must be achieved in the post-test to receive credit. Participants will have three attempts to pass the post-test.	1. -> 10.
<b>A one-to-two page PDF</b> handout summarizing the take-home messages, notes, recommended readings, links, and additional information.	

### Simulation Activity Online Presentation Format

<b>Title page</b>	Presentation Title: Presenter's Name: Degree: Affiliation and Institution:
<b>List two learning objectives</b>	1. -> 2.
<b>Create five (5) pretest items to assess the learners' knowledge before the content presentation.</b> The author is required to provide correct answer options (refer to Appendix B, Instructions for Creation of Questions for additional information).	1. -> 5.
<b>Narrated PPT</b> (a 10-minute educational video using a predefined, institutional template to follow the pretest). FDC participants who will be creating a simulation module/course should develop and assess a "criterion checklist" for the simulated procedure. A criterion checklist should assess: <ul style="list-style-type: none"> <li>a. The acceptable performance steps in a procedure.</li> <li>b. The quality or degree of excellence of the steps performed.</li> </ul>	
<b>The instructional video should consist of the following:</b> <ul style="list-style-type: none"> <li>a. Indications and contraindications of the procedure.</li> </ul>	

<ul style="list-style-type: none"> <li>b. Complications.</li> <li>c. Universal precautions.</li> <li>d. Informed consent.</li> <li>e. Basic equipment.</li> <li>f. Description of the procedure (preparation, procedure steps).</li> <li>g. Removal of the instruments.</li> <li>h. Follow-up (if indicated).</li> </ul>	
<b>Conclusions/Summary of the content</b>	
<b>Literature</b>	
<b>The corresponding author's contact information</b>	Address: E-mail: Telephone #:
<b>Ten (10) post-test items:</b> Note that five of the ten post-test items should be the same as in the pretest to assess learners' knowledge improvement. An 80 percent score must be achieved in the post-test to receive credit. Participants will have three attempts to pass the post-test.	1. -> 10.
<b>A one-to-two page PDF handout</b> summarizing the take-home messages, notes, recommended readings, links and additional information.	

### Instructions for Creation of Questions

- Ensure a sufficient number of test items to cover all of the important ideas of your online presentation (e.g., five pretest items and ten post-test items: five of the ten post-test items should be the same as in the pretest for a video recording of 10 minutes' duration.)
- Test items should be related to the learning objectives.
- Questions should be easy to read, and there should be only one correct answer.
- The answer to one question should not affect the answer to another question.

#### **Other types of items:**

- **True or false questions:** This type of item is a statement, called a proposition. The learner judges whether the proposition is true or false.
- **Matching questions:** A matching question requires a test taker to match an item in one column with an item from a second column. In general, the items that have a blank space next to them are called the "questions," and the items that the learner has to choose from to fill in the blank are called the "answers."
- **Completion questions:** This is a form of short question in which the learner completes a sentence by supplying a keyword or phrase. A completion item is comprised of two parts: the "cue" and the blank.
- **Items using multimedia** are screenshots or videos of approximately 30 seconds, combined with MCQ or other types of items.

Instructions by the **National Board of Medical Examiners** (NBME) on test item construction: Link to the manual "Constructing Written Test Questions for the Basic and Clinical Sciences" (4th edition) <https://www.nbme.org/downloadrequest/>.

## Online Learning Evaluation Form

Author:	
Presentation Title:	
Date:	
Reviewer:	

### Online Presentation - Organization and Content

	1 Poor	2	3 Neutral	4	5 Excellent
Title is appropriate					
Learning objectives are well defined					
Pretest items are relevant, accurate and relate to learning objectives					
Appropriate content and amount of information					
Appropriate content quality					
Appropriate quality of graphics and images					
References are accurate and complete					
Post-test items are relevant and relate to learning objectives					
The handout contains summary, notes, links and recommended readings					
Narrated PPT video is at least 10 minutes long					
Opportunities for active online learning are provided					
The presentation enhanced my knowledge and understanding of the subject					
<u>Additional Comments</u>					
What did you like about the presentation/course?					
What can the instructor do to enhance the presentation/course?					
Is there anything else that you would like to recommend?					

## Appendix C

### Research Project Proposal Blueprint

IFDC 18 participants who chose the research project track must submit a research protocol (research project proposal, research plan) to the OFD for review. The protocol will describe the participant's proposed project. Protocols for qualitative research (such as focus groups and key informant interviews) and quantitative research (for example, a cross-sectional prevalence study) are acceptable. Protocols for literature reviews, systematic reviews and meta-analyses are also acceptable. A clinical case report will not satisfy the research project requirement.

For this assignment, participants' project proposals will be considered acceptable if they have a **title, background section, a methods section, budget, project timeline** and a **bibliography** (a list of the references cited in the protocol). The background will typically state the problem or gap in knowledge. The IFDC participant must cite at least two references in their background section. The background section will also state the objectives of the proposed project. The methods section (sometimes referred to as the materials and methods section) has varying subsections depending on the type of project that is being planned (such as inclusion criteria, data analysis methods, sample size calculations and the measurement of confounders). The future tense is frequently used in a methods section, for example, "The data will be analyzed using..."

The required items are noted in the checklist below. The protocol does not have to be submitted to the Institutional Review Board.

<b>Author:</b>	
<b>Protocol Title:</b>	
<b>Date submitted:</b>	
<b>Reviewer:</b>	

#### Checklist

Section	Present	Absent
<b>Title</b>		
<b>Background with at least two references cited</b>		
<b>Methods section</b>		
<b>Budget</b>		
<b>Project timeline</b>		
<b>Bibliography</b>		

---

## **Appendix D**

### **Scholarship Project Examples and Blueprints**

#### **Scholarship of Discovery Examples:**

- Recruitment and/or participation in internally or externally funded research projects.
- Publication of research findings.
- Peer-reviewed journal articles, book chapters, books, compositions, presentations, exhibits, or projects.

#### **Educational Scholarship Examples:**

- Development of new or substantially revised courses or curricula.
- Creation of innovative teaching materials.
- Initiation or participation in research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications.
- Initiation of medical education research projects funded by external or internal grants to support instructional activities.
- Publication of textbooks or teaching materials.
- Production of videos for instruction.
- Development of technical, procedural, or practical innovations with clinical or scholarly benefit.

#### **Scholarship of Integration Examples:**

- Presenting overviews of findings on a resource topic.
- Preparing and publishing literature reviews.
- Identifying trends and presenting knowledge in new ways.
- Participation in professional development workshops, organized clinical discussions, grand rounds, journal clubs, or conferences as an attendee or presenter.
- Presenting the scholarship of integration findings at local, national, or international conferences.
- Preparation of meta-analyses that summarize the results from different studies on a specific topic to arrive at the most credible interpretation of the combined data.

#### **Scholarship of Application Examples:**

- Consulting activities in a specialty or industry that relates directly to your discipline/specialty.
- Support or development of community activities in the field or industry that links with your academic discipline.
- Development of centers for study or service.
- Media contributions such as newspaper publications.

#### **Digital Communication Scholarship Examples:**

- Communication in virtual spaces, such as writing blogs and commentaries.
- Participation in open education resources.
- Data visualization and manipulation.
- Generation of metadata and digital publishing.

## Blueprint for Developing Teaching into Scholarship

**Step 1: Brief description of your teaching activity, including teaching method, and your role and contribution** (e.g., author, lecturer, preceptor, etc.).

Your teaching targets:

- knowledge  skills  attitudes  behavior

**Step 2: Document evidence of quantity.**

COMMENTS

Level and number of trainees involved.	
When did teaching take place?	
How often?	
Where?	
How much time did you devote to preparation?	
How much time did you devote to teaching the activity itself?	
Other evidence of quantity?	

**Step 3: Document evidence of quality.**

COMMENTS

Is teaching quality evaluated by the institution? (e.g., peer review, learner reactions, course evaluations, etc.). If yes, describe the evaluation.	
Have others approached you about your teaching methods, and have you made changes as a result? Provide details.	
Did you receive other forms of recognition (e.g., awards)? If yes, describe the rewards criteria.	
How is evidence of learning assessed currently? Describe the methods that are currently in place for assessing learning in knowledge, skills, attitudes, and/or behavioral domain.	
Are additional assessment methods needed? If yes, describe details. Will you use existing assessment instruments, or do you need to create your own?	
Are repeat assessments needed (e.g., to measure long-term retention or to measure pre and post-intervention)? If yes, describe the timeline.	
Do you have a comparison group (e.g., a separate cohort, or historical controls)?	

**Step 4: Describe how the method of teaching was informed by field or theory.**

COMMENTS

List databases you queried (e.g., Medline, Eric, PsychInfo, etc.).	
List search criteria, keywords.	
List at least three publications upon which your teaching builds.	1. -> 3.

**Step 5: Describe how your work contributes to the field and informs others' work.**

COMMENTS

Describe in two sentences the extent to which your work contributes to the field. Does your teaching use innovative methods? Do you replicate or extend the work of others? Can others adopt or build upon your work?	
List any oral or poster presentations you have made or plan to make on your teaching — name venue and whether or not it is peer-reviewed.	
Have you or will you submit your teaching materials to MedEdPortal or HEAL?	
List other publications you have made or plan to make, including the journal name.	

**Step 6: Review all previous steps and develop a plan with target dates.**

*AAMC. (n.d.). Retrieved from <https://www.aamc.org/>  
Documenting Educational Scholarship*

## Blueprint for Developing Curriculum into Scholarship

**Step 1: Brief description of your curriculum, including the name of curriculum, your role, and your contribution** (e.g., rotation or block chair, committee member, a leader on a limited aspect of the curriculum-laboratory, small group activities, lectures, integration, etc.).

Please document your curricular goals/objectives considering the following:

- knowledge  skills  attitudes  behavior

**Step 2: Document evidence of quantity.**

COMMENTS/NOTES

Describe the purpose and the scope of the curriculum (e.g., introduction to anatomy, histology integrated with population health, and communication skills for first-year medical students; meets curriculum goal and LCME accreditation standards).	
Level and number of learners/trainees in the curriculum.	
Duration and hours per week of planned activities in the curriculum for the rotation/block/longitudinal curriculum.	
Describe the instructional design and methods used in the curriculum.	
Curriculum collaboration: Purpose and evidence of collaboration.	
How was the curriculum informed by the work of others? Please reference sources, practices, and curricular approaches developed by others that were cited or used in developing this curriculum.	
Estimate time spent in preparation or revision of the curriculum/course.	
Is there an accreditation requirement associated with this curriculum? If yes, please describe.	
Other evidence of quantity?	

**Step 3: Document evidence of quality.**

How do you monitor and assess the curriculum? Please describe how you evaluate the curriculum. e.g., Evaluation by learners? By peers? Use of institutional reports? (AAMC GQ) Other? Frequency of evaluation. To whom reported. (e.g., peer review, learner reactions, course performance, etc.).	
How do you assess the results or outcomes in this curriculum? e.g., change scores based on historical comparisons; AAMC GQ results change; NBME performance improves. Provide details.	
Did this curriculum receive recognition? Are you the recipient of any curricular awards? If yes, describe the award and associated criteria.	

**Step 4: Describe how the curriculum was informed by work in the field or by theory.**

List resources, articles, and curricular resources that you consulted.	
List search criteria, keywords.	
Identify the adopted evaluation tools used by others in the field.	
List at least three publications that inform your curriculum and upon which your work builds.	1. ->3.

**Step 5: Describe how your work contributes to the field and informs others' work**

Describe in two sentences the extent to which your work contributes to the field. How does your curriculum contribute new ideas in methods, integration, innovation, collaboration, approach? Do you replicate or extend the work of others? Can others adopt or build upon your work?	
Describe peer review of the curriculum that has taken place—by local and/or national experts.	
List any oral or poster presentations you have made or plan to make about your curriculum — name venue and whether or not it is peer-reviewed.	
Have you or will you submit your curricular materials to MedEdPortal or HEAL?	
List other publications in which you submitted or plan to submit your curriculum.	
List the institutions adopting the curriculum.	

**Step 6: Review all previous steps and develop a plan with target dates.**

## **Blueprint for Developing Leadership and Administration into Scholarship**

**Step 1: Brief description of your leadership and administration activity, including education level, name of the activity, and your role and contribution.**

**Step 2: Document evidence of quantity.**

COMMENTS

Describe the scope of activity: goal and rationale.	
For what level and how did it relate to other levels or professions?	
Duration of the activity.	
How much time did you devote to preparation?	
How much time did you devote to the actual activity itself?	
Other evidence of quantity?	

**Step 3: Document evidence of quality.**

COMMENTS

What data are there demonstrating the achievement of the goal?	
What formative assessment do you have of success, such as participation, management of resources, collaboration?	
What evaluations of your leadership were made? Was there a 360 evaluation? How does your leadership data compare to peers?	
Did you receive recognition for this leadership?	
What outcomes can you demonstrate from this leadership, such as student learning, faculty retention, a new vision for the organization?	

**Step 4: Describe how leadership was informed by field or theory.**

COMMENTS

List databases or resources that you consulted.	
List search criteria, keywords.	
List at least three publications upon which your leadership builds.	1. ->3.

**Step 5: Describe how your work contributes to the field and informs others' work.**

COMMENTS

Describe the resources garnered by your leadership.	
Describe improvement under your leadership as compared to others external to your institution.	
Has there been a peer review related to your project?	
List of invitations to present one's work locally, nationally, or internationally.	
List institutions that have adopted the work.	
List work-related publications.	
Did you receive an award associated with this leadership? If so, describe.	

**Step 6: Review all previous steps and develop a plan with target dates.**

*AAMC. (n.d.). Retrieved from <https://www.aamc.org/>  
Documenting Educational Scholarship*

## Blueprint for Developing Mentoring and Advisement into Scholarship

**Step 1: Brief description of your mentoring and advisement activity, including professional level(s) of mentees, nature of relationships, and your role and contribution.**

**Step 2: Document evidence of quantity.**

COMMENTS

How many mentees and advisees did you work with?	
What levels are your protégés? Over what developmental period do you work with each?	
What is the duration of activities with protégés?	
How much time did you devote to meetings?	
How much time did you devote to supporting activities (e.g., review paper)?	
Other evidence of quantity?	

**Step 3: Document evidence of quality.**

COMMENTS

What outcome do data demonstrate your protégé's professional development (such as, scholarships, awards, presentations or publications, career trajectory)?	
What formative assessment do you have of success, such as evidence of change resulting from advisement, notes of appreciation, ongoing communication, or collaboration?	
What evaluations of your mentorship were made? How does your mentorship data compare to peers?	
Did you receive recognition for your mentorship?	

**Step 4: Describe how mentorship was informed by field or theory.**

COMMENTS

List databases or resources that you consulted.	
List search criteria, keywords.	
List at least three publications upon which your mentorship builds.	1. ->3.

**Step 5: Describe how your work contributes to the field and informs others' work.**

COMMENTS

Describe the resources garnered by your mentorship.	
Has your mentorship work been included in grants or accreditation reviews of your institution?	
List presentations of your work locally, nationally, or internationally.	
List institutions that have adopted your approach.	
List work-related publications.	
Did you receive an award associated with this mentorship? If so, describe?	

**Step 6: Review all previous steps and develop a plan with target dates.**

*AAMC. (n.d.). Retrieved from <https://www.aamc.org/>  
Documenting Educational Scholarship*

## Blueprint for Developing Learner Assessment into Scholarship

### Step 1: Brief description of the assessment methods you developed, the course(s) in which the assessment was used, and your role and contribution.

Please indicate the domains that are assessed:

- knowledge  skills  attitudes  behavior

### Step 2: Document evidence of quantity.

	COMMENTS/NOTES
Describe the assessment goals and type of instrumentation (e.g., MCQs, OSCE, etc.).	
The number of items in the instrument.	
Level and number of learners/trainees assessed.	
Describe the frequency of use.	
How much time did you devote to developing and revising the assessment method (including assessing its psychometric properties such as reliability and validity)?	
Other evidence of quantity?	

### Step 3: Document evidence of quality.

Describe how you determined (or plan to determine) the reliability of your assessment method.	
Describe how you determined (or plan to determine) the validity of your instrument.	
Do you have other evidence of the quality of your assessment? E.g., did you get feedback from the learners or assessors whether or not it was a fair assessment? Was the implementation feasible?	

### Step 4: Describe how the assessment method was informed by work in the field or by theory.

List resources, articles, and curricular resources that you consulted.	
List search criteria, keyword.	
What was the evidence that the assessment methods were based upon best practices?	
List at least three publications that informed your assessment method and upon which your work builds.	1. 2. 3.

### Step 5: Describe how your work contributes to the field and informs others' work.

Describe in two sentences the extent to which your work contributes to the field. How does your methodology contribute to new ideas in learner assessment?	
Do you replicate or improve the work of others?	
Can others adopt or build upon your work?	
Was your assessment methods peer-reviewed by local and/or national experts?	
List any oral or poster presentations you have made or plan to make about your assessment.	
Name the venue and whether or not it was peer-reviewed.	
Have you or will you submit your assessment method to MedEdPortal?	
List other publications about your assessment you submitted or plan to submit.	
List the institutions adopting your assessment method.	

### Step 6: Review all previous steps and develop a plan with target dates.

*AAMC. (n.d.). Retrieved from <https://www.aamc.org/>  
Documenting Educational Scholarship*

## Appendix E

### Quality Improvement and Patient Safety Project Template

**Title:**

**Site:**

**QI Lead:**

**Date:**

**1: Background:** What problem are you talking about, and why? Identify the basic problem, give background context on the problem and briefly explain why this is considered to be a problem.

Explain the problem – e.g., safety, reliability, satisfaction, performance, and cost.	
State a specific time period during which the problem has occurred.	
Include a benchmark or other comparative value (how serious is this problem?)	
Illustrate the background statement with visual storytelling tools: <ul style="list-style-type: none"> <li>Chart, stick figures, timeline, current-state value stream map, sketches</li> </ul>	

**2: Current Conditions:** Where do things stand now? Illustrate the current conditions with charts or graphs that measure what is going wrong.

What facts and data define the problem (i.e., prove that the problem exists)?	
Clearly, show the current conditions in a visual manner.	
Consider using charts, graphs, process maps, or other visual storytelling tools.	
Write a concise problem statement that uses data in the definition of the problem:	

**3: Target Conditions (Goals):** *What specific outcome is desired?* Illustrate the target conditions that define what success looks like when the problem has been addressed.

Quantify the target goal.	
Use S.M.A.R.T metrics (Specific, Measurable, Attainable, Relevant, and Timely).	
State a specific target date for achieving the target.	
State the improvement measurement to be used by saying, “as measured by...”	
Illustrate the target condition statement with visual storytelling tools.	

**4: Gap Analysis:** Why does the problem exist? Identify the root causes of the problem. In addition to root causes, discuss any constraints or organizational barriers that must be addressed.

Consider using a gap analysis tool such as 5 Whys or a fishbone diagram.	
Clearly, describe why you are experiencing this problem. What needs to be changed?	
What constraints or barriers are preventing you from achieving the goals?	
Gap analysis must be based on data, e.g., direct observations, surveys, reports.	

**5: Experiments:** What countermeasures do you propose and why? What experiments or countermeasures do you propose to address the root causes?

What are the best countermeasures for addressing the gaps and improving performance in the current situation?	
Give a clear reason why these options are the best.	
Consider using best practices in other organizations as useful benchmarks.	
Start with two or three alternatives. Try to include those that impact predisposing, enabling, or reinforcing behaviors.	
Experiments should be based on the ideas of the team members who actually do the work.	

**6: Action Plan:** How will you implement it? Document actions, steps, outcomes, timelines, and roles.

Consider using a milestone chart	
<b>WHAT:</b> What exactly needs to be done? What will be the main action?	
<b>WHO:</b> Who will be responsible for what, when, and how? What support will be required?	
<b>WHERE:</b> Identify where the implementation will take place.	
<b>WHEN:</b> Establish the basic timing for the scheduled items.	
<b>HOW:</b> How will preparations be handled?	

**7: Study, Reflect, and Plan Next Steps:** How will you assure ongoing PDCA? Commit to regular reviews to study the progress of implementation and make necessary adjustments.

Consider creating a “visibility board” to track progress towards major targets and to confirm milestones.	
Here are some questions to think about when you meet at your visibility walls: <ul style="list-style-type: none"> <li>How will you know if you meet your targets? Did you meet your targets? Do you know why/why not? What processes will you use to enable, assure, and sustain success? How will you share your learning with others (dissemination)? What have you learned? What would you do differently next time? What new problems or unintended consequences have surfaced? What recommendations do you have for others?</li> </ul>	

*Adapted from UCSF Health Lean Office Lei Choi, M.D. and Niraj Sehgal, M.D.*