

Paul L. Foster School of Medicine



Gayle Greve Hunt School of Nursing



Graduate School of Biomedical Sciences



Woody L. Hunt School of Dental Medicine



2021/2022

**Institutional Faculty
Development Program XX**



**UNIVERSITY MEDICAL CENTER
OF EL PASO**



**TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO**

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1.0 Institutional Faculty Development Program (IFDP) XX

The IFDP is a comprehensive course that extends over eight 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 IFDP 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.

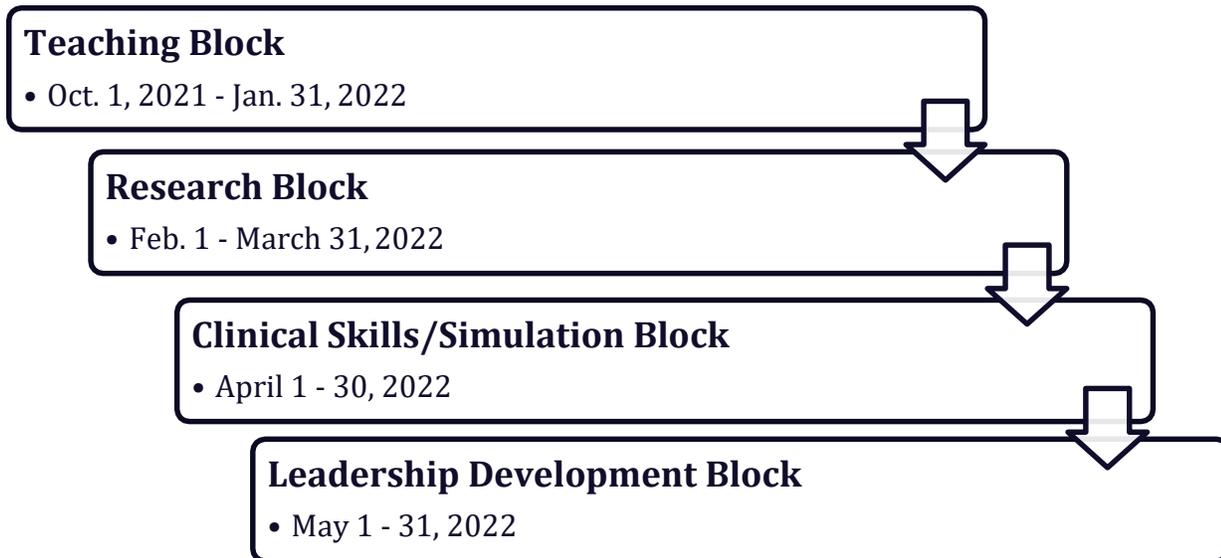
To allow flexibility and customization, and to honor social distancing recommendations during the COVID-19 pandemic, the IFDP was transitioned to an online format. The IFDP eLearning curriculum consists of four domains: teaching, scholarship/research, clinical skills/simulation (for clinical faculty), and leadership development. Synchronous sessions will be organized according to the timeline illustrated in the section Institutional Faculty Development Program XX at a Glance. IFDP participants will be required to complete online modules, actively participate in webinars and teleconferences, and, if permitted, in face-to-face individual and small group exercises. All of the eLearning activities are open to the general faculty via self-enrollment, and many of them will provide CME and CNE credit. Faculty engaged in the IFDP XX will be required to create and present one oral presentation via teleconference, create and upload one online learning presentation, and complete one research or scholarship project proposal.

Before enrollment in the IFDP, participants will be asked to provide a CV, complete a faculty development questionnaire and meet via Webex Meeting with the Office of Faculty Development (OFD) leadership to discuss their accomplishments and determine their short and long-term career goals. This information will help to understand the specific needs of each participant and customize his/her faculty development curriculum. The participant will be introduced to the IFDP structure and expectations. Our faculty development program is redesigned to include the most relevant topics in medical, nursing, dental, and biomedical science education, based on the valuable feedback, needs assessment, and knowledge gap analysis of the previous participants and facilitators. The OFD leadership will assist the participant in choosing appropriate sessions and drafting their customized professional development plan. When necessary, teleconferences will be replaced with individual and small group face-to-face activities consisting of seminars, conferences, workshops, role-playing exercises, and simulation-based activities.

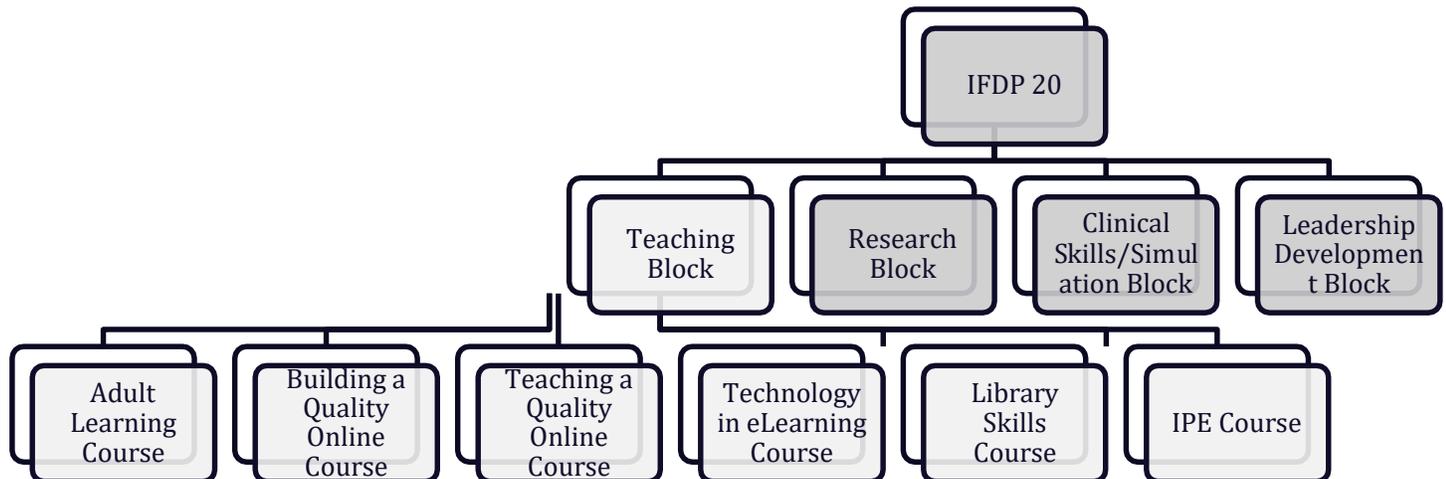
1.1. IFDP XX Goals

The goals of our comprehensive faculty development program are to allow faculty to enhance their teaching and assessment skills, maintain competence in their discipline/specialty, achieve career advancement and professional satisfaction, engage in research and scholarship projects, develop leadership skills and participate in academically related public service. The OFD also aims to advance the faculty development participants and TTUHSC El Paso faculty at large in the creation of online educational materials, organizing and coordinating courses within their specialty/discipline for different levels of learners.

1.2. Institutional Faculty Development Program XX at a Glance (October 2021 – May 2022)



Teaching Block



1.2.1. Teaching Block

1.2.1.1. Adult Teaching and Learning Course (9.0 CME/CNE Credits)

Module		Session Title	Author	CME credit	CNE credit
Number	Title				
1.	Introduction to Adult Learning and Teaching	Learning Theories and Styles	Kupesic Plavsic S., M.D., Ph.D.	1.0	1.0
		Categories of Learning (Knowledge, Skill, Attitude)			
		Alignment and Misalignment			
2.	The Educational Cycle	Needs Assessment	Kupesic Plavsic S., M.D., Ph.D.	-	-
		Learning Objectives		1.0	1.0
		Instructional Methods		1.0	1.0
		Learner Assessment		1.0	1.0
		Effective Feedback		1.0	1.0
3.	Learning Formats	Large Group Learning and Teaching	Kupesic Plavsic S., M.D., Ph.D.	1.0	1.0
		Small Group Facilitation		Kupesic Plavsic S., M.D., Ph.D.	1.0
		Team-Based Learning (TBL)	Quest D., Ph.D.	1.0	1.0
		Clinical Skills Teaching (Available in the Clinical Skills/Simulation Course for Credit)	Crawford S., M.D.; Monks S., Ph.D.	-	-
		Clinical and Bedside Teaching	Kupesic Plavsic S., M.D., Ph.D.	1.0	1.0

1.2.1.2. Building a Quality Online Course (8.0 CME/CNE Credits)

Module		Session Title	Authors	CME credit	CNE credit
Number	Title				
1.	The Analysis Phase	Teaching and Learning Styles	Louder J.R., Ed.D. Texas Tech University (TTU) Division of eLearning & Academic Partnerships	2.0	2.0
		Learner and Context Analysis			
2.	The Design Phase	Writing Measurable Objectives	Louder J.R., Ed.D. Texas Tech University (TTU) Division of eLearning & Academic Partnerships	2.0	2.0
		Content Sequencing			
		Aligning the Pieces			
		Completing the Blueprint			
3.	The Development Phase	Making Your Course Accessible	Louder J.R., Ed.D. Texas Tech University (TTU) Division of eLearning & Academic Partnerships	2.0	2.0
		Planning the Educational Workflow			
		The Syllabus			
4.	The Evaluation Phase	Overview and Information	Louder J.R., Ed.D. Texas Tech University (TTU) Division of eLearning & Academic Partnerships	2.0	2.0
		Technology and Tools			
		Design and Layout			
		Content and Activities			
		Interaction			
		Assessment and Feedback			

1.2.1.3. Teaching a Quality Online Course (6.0 CME/CNE Credits)

Module		Session Title	Authors	CME credit	CNE credit
Number	Title				
1.	Preparing Students for Online Learning	Problems that Students Typically Encounter	Louder J.R., Ed.D. Texas Tech University (TTU) Division of eLearning & Academic Partnerships	2.0	2.0
		Instructor Presence in the Online Classroom			
		Interaction in the Online Classroom			
		Best Practices in Online Teaching			
2.	Classroom Management and Facilitation	Record Keeping and File Management	Louder J.R., Ed.D. Texas Tech University (TTU) Division of eLearning & Academic Partnerships	2.0	2.0
		Managing Communication			
		Encouraging Participation and Managing Your Workload			
		Student-Centered Discussions			
3.	Special Issues	Privacy and FERPA	Louder J.R., Ed.D. Texas Tech University (TTU) Division of eLearning & Academic Partnerships	2.0	2.0
		Managing Challenging Students			
		Be a Better Online Teacher			

1.2.1.4. Technology of eLearning (8.0 CME/CNE Credits)

Module		Session Title	Authors	CME credit	CNE credit
Number	Title				
1.	Teaching and Learning at a Distance	From “On-site” to “Online” Content Delivery	Williams M., Ed.D.; Diego N., M.D., Ph.D.	1.0	1.0
		Synchronous vs. Asynchronous			
		Always a Student-Centered Approach			
		Research-Based Best Teaching Practices			
2.	Getting Started – The Basics	Canvas Overview Video	Williams M., Ed.D.; Diego N., M.D., Ph.D.	1.0	1.0
		Quick Start and Navigation			
		Published vs. Unpublished			
		The Rich Content Editor			
		Student View			
		People in Canvas			
3	Course Organization and Management Tools	Syllabus	Williams M., Ed.D.; Diego N., M.D., Ph.D.	1.0	1.0
		Calendar			
		Files, Folders, Pages and Modules at a Glance			
		Setting Course Navigation for Students			
4,	Communication with Students	Establishing a Strong Remote Teaching Presence	Williams M., Ed.D.; Diego N., M.D., Ph.D.	1.0	1.0
		Communication Tools at a Glance			
5.	Student Activities and Collecting Work	Best Practices in Planning Activities	Williams M., Ed.D.; Diego N., M.D., Ph.D.	1.0	1.0
		Canvas Activities vs. Canvas Assignments			
		Assignments, Discussions, Groups and Collaborations At a Glance			

		Adobe Audition (Editing Audio and Recording)			
		Discussion Forums			
		Groups and Collaborations			
6.	Lectures and Presentations	Live Remote Sessions: Instructional Recommendations	Williams M., Ed.D.; Diego N., M.D., Ph.D.	1.0	1.0
		Pre-Record Your Lectures and Presentations			
		eLearning Authoring Tools			
		Poll Everywhere: Online Student Engagement			
7.	Assessing Student Work	Turnitin – Similarity, Spelling and Grammar Checks	Williams M., Ed.D.; Diego N., M.D., Ph.D.	1.0	1.0
		Quizzes / Exams			
		Gradebook			
		Grading Schemes			
		SpeedGrader			
8.	Course Design Rubric, Evaluation and Analytics	Course Evaluation Basics	Williams M., Ed.D.; Diego N., M.D., Ph.D.	1.0	1.0
		Course Standards Checklist/Rubric			
		Course Design Guidelines for Increased Accessibility			
		Regarding Materials Copyright			
		Course Analytics			

1.2.1.5. Library Skills Course (6.0 CME/CNE Credits)

Module		Session Title	Author	CME credit	CNE credit
Number	Title				
1.	Resources for Online Learning and Teaching	About the library	Beinhoff L., M.L.S., Ph.D.	1.0	1.0
		eBooks			
		eJournals			
2.	EndNote for Literature Citation Management	How to Create an EndNote Account and Use EndNote Online	Beinhoff L., M.L.S., Ph.D.	1.0	1.0
		How to Collect References in EndNote Online			
		How to Organize References in EndNote Online			
		Use of Cite While You Write plugin in MS Word			
3.	Library Resources for Evidence-Based Practice (EBP)	Definition of Evidence-Based Practice (EBP)	Beinhoff L., M.L.S., Ph.D.	1.0	1.0
		Importance of EBP			
4.	Using PICO and PICOTT Search Strategies to Answer Clinical Questions	EBM Strategy Using PICO and PICOTT to Answer Clinical Questions	Beinhoff L. M.L.S., Ph.D.	1.0	1.0
5.	Copyright and Predatory Journals/Publishers	Copyright Permissions	Beinhoff L., M.L.S., Ph.D.	2.0	2.0
		Predatory Journal and predatory Publishers			
		Purpose, Character of Use and Nature of Copyright Work			
		Fair Use			

1.2.1.6. Interprofessional Education (IPE) (6.0 CME/CNE Credits)

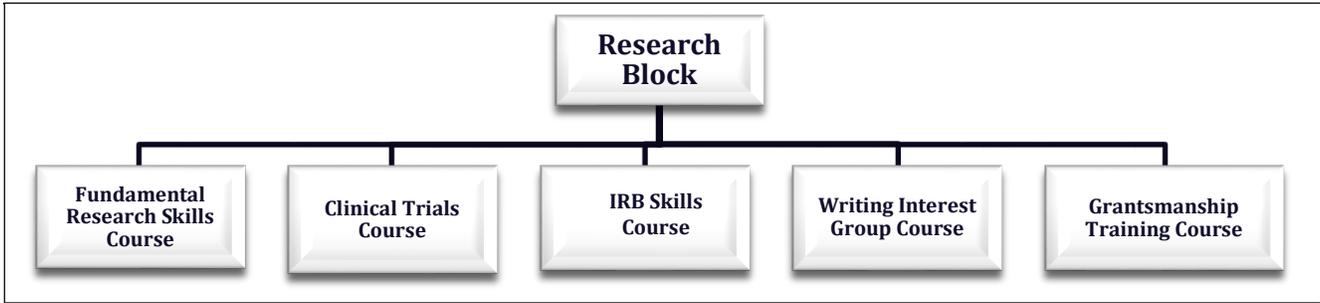
Module		Session Title	Author	CME credit	CNE credit
Number	Title				
1.	Curriculum and Education Models in Interprofessional Health Sciences Education	Introduction	Salamanca K., M.R.C., C.R.C.	1.0	1.0
		Curriculum Interprofessional Models and Design			
2.	IPE: Foundations and Landmark Reports	IPE and Interprofessional Collaboration Principles	Salamanca K., M.R.C., C.R.C.	1.0	1.0
		Competencies for Practice as Defined by The Interprofessional Education Collaborative (IPEC)			
3.	Theoretical Frameworks and Taxonomies in IPE	The Best-Practice Frameworks and Taxonomies in IPE	Salamanca K., M.R.C., C.R.C.	1.0	1.0
4.	IPE Readiness	Needs Assessment, Development Steps, Coordination and Sustainability	Salamanca K., M.R.C., C.R.C.	1.0	1.0
5.	Simulation in Health Care: Modalities and IPE Integration	Basic Concepts of Clinical Simulation	Salamanca K., M.R.C., C.R.C.	2.0	2.0
		Curriculum Development in Clinical Simulation			
		TeamSTEPPS and Team Training of Interprofessional Students			
		IPE Standardized Patient Scenario Development to High Fidelity Simulation Based Training			
		OSCE			

IFDP XX Participants' Teleconference Presentation – Required

IFDP Participants' Online Learning Presentation – Required

- **6 Courses**
- **Online Courses: 43 CME/CNE credits**
- **Teleconferences/Conferences: 14 CME/CNE credits**

1.2.2. Research Block



1.2.2.1. Fundamental Research Skills Course (11 CME credits)

Module		Session Title	Author	CME credit
Number	Title			
1.	Epidemiology and Biostatistics	Scientific Inference and Causation	Mulla Z.D., Ph.D., CPH	0.50
		What is Epidemiology?		0.50
		Measures of Disease Frequency		0.50
		Cross-Sectional Studies		0.50
		Case-Control Studies		0.75
		Cohort Studies		0.75
		Clinical Trials		0.50
		Bias		0.50
		P-Values and Confidence Intervals		0.75
		Confounding and Effect Modification		1.00
		Linear Regression and Logistic Regression		0.75
		Journal Club: Critiquing an Article		0.50
		Using Large Health Datasets		0.75
		Demystifying Sample Size Calculations		0.75
2.	Social Science Research	Survey Methodologies	Blow J., Ph.D.; Alikaj-Fierro O., Ph.D., M.B.A.; Herber-Valdez C., Ed.D.	0.75
		Qualitative Research		Herber-Valdez C., Ph.D.
		Longitudinal Data Analysis	Zuber D. Mulla, Ph.D., CPH	0.75

1.2.2.2. Writing Interest Group Course
(2.75 CME credits)

Module		Author	CME credit
Number	Title		
1.	Course Introduction and General Tips	Mulla Z.D., Ph.D., CPH	0.50
2.	Crafting Your Introduction	Mulla Z.D., Ph.D., CPH	0.25
3.	The Methods Section	Salinas J.J., Ph.D.	0.25
4.	Tables and Figures	Watts S., Ph.D.	0.50
5.	Writing a Balanced Discussion	Chattopadhyay M., Ph.D.	0.25
6.	Drafting Your Abstract and Citing Your References	Mulla Z.D., Ph.D., CPH	0.25
7.	The Final Revision and Related Topics	Mulla Z.D., Ph.D., CPH	0.50
8.	Responding to Reviewer Critiques	Eiring A.M., Ph.D.	0.25

- **IRB Skills Course** and **IPE Research** session on Selecting Evidence-Based Tools for the Evaluation of Learner and Program Outcomes in IPE will take place via Webex.
- For participation in the Selecting Evidence-Based Tools for the Evaluation of Learner and Program Outcomes in IPE teleconference, the IFDP participant may claim one contact hour either under the Teaching Block or Research Block.

1.2.2.3. Clinical Trials Course (7.75 CME credits)

Module		Session Title	Author	CME credit
Number	Title			
1.	Pre-study Concepts	Principles of Good Clinical Practice	Sarosiek J., M.D., Ph.D.	0.50
		Phases of Clinical Trials	Sarosiek I., M.D.	0.75
		Clinical Trials Designs	Sarosiek I., M.D.	0.50
		The FDA Approval Process of Investigational New Drug (IND) and Investigational Device Exemption (IDE)	Sarosiek I., M.D.	0.75
		Clinical Trials Sponsor and CRO	Connery S., M.S.	0.50
		Confidential Disclosure Agreement (CDA) Clinical Trial Agreement (CTA) Budget Preparation and Negotiation	Connery S., M.S.	0.75
2.	Study-Related Documents	How to Get Started with Clinical Research	Sarosiek I., M.D.; Sarosiek J., M.D., Ph.D.	0.50
		Sample Size in Clinical Studies	Dwivedi A.K., Ph.D.	0.50
		TTUHSC El Paso and UMC IRB Approvals and Institutional Obligatory Training	Espino K.; Connery S., M.S.	0.50
		Clinical Trials: Benefits, Risks, Adverse Events and Safety Monitoring	Sarosiek I., M.D.; Sarosiek J., M.D., Ph.D.	0.75
3.	Conduct of Clinical Trials	Clinical Trials Regulatory Compliance Site Visits	Connery S., M.S.	0.50
		Recruitment and Retention of Study Subjects in Clinical Trials	Maud A., M.D., Tonarelli-Maud S., M.D.	0.25
		Regulatory Documentation and Investigational Product Accountability	Karina Espino, Connery S., M.S.	0.50
		The Importance of the Research Team-Participant Relationship in the Success of Clinical Trials	Martin S.L., M.D.	0.25
4.	Bonus Course on Clinical Trials	Scholarly Activity During Residency - are Clinical Trials a Good Choice?	Aguirre K.M., Ph.D.	0.25

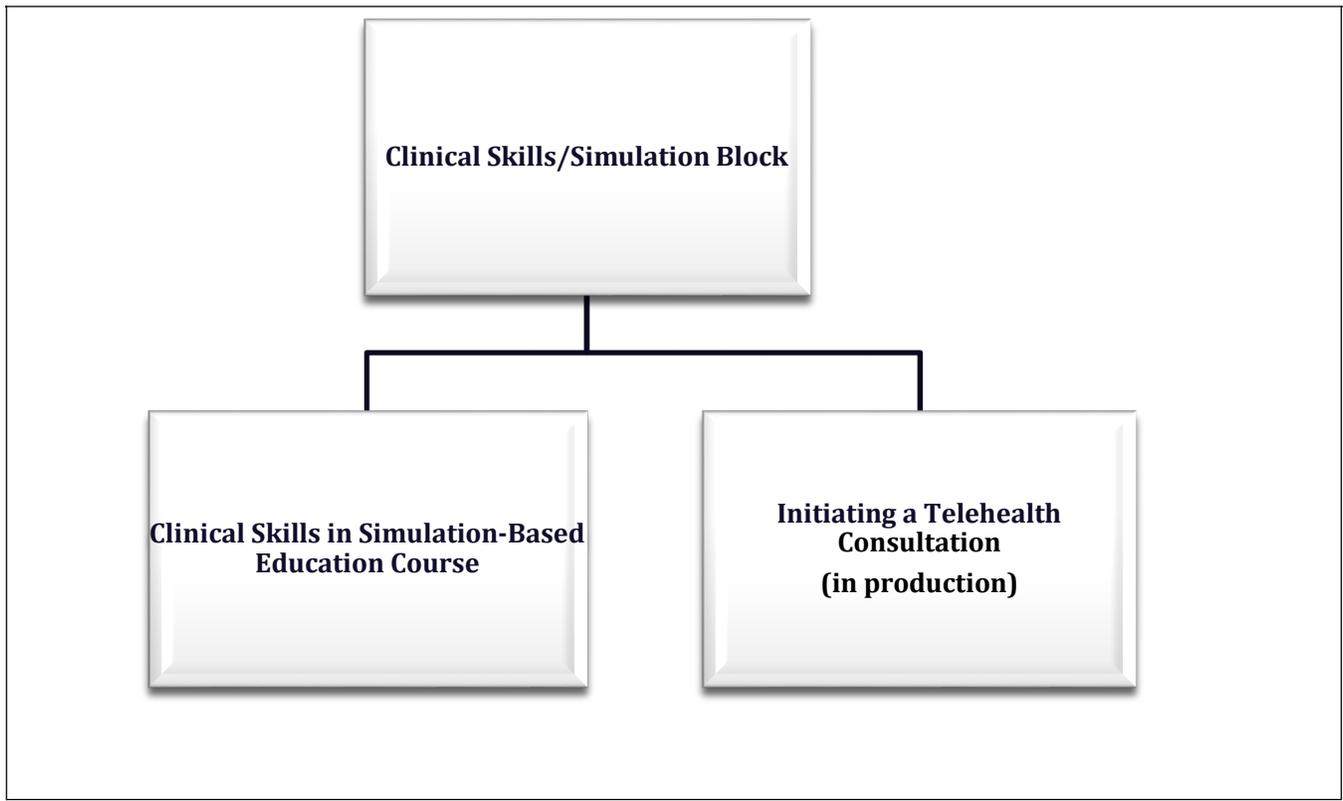
1.2.2.4. Grant Funding and Grant Writing Course (22 contact hours)

The Office of the Vice President for Research has purchased access to the following online courses:

Title	Time (hours/min)
PART 1 of 2 – SBIR-STTR Phase I Grants – Get Your Project the Funding it Needs	1:03
PART 1 of 2 – SBIR-STTR Phase II Grants – Improve Your Funding Opportunities	1:07
Approach Section (NIH) – Strengthen Your Grant Approval Odds	1:04
Budget Writing Tactics to Improve Your Grant Funding	1:04
Communicate Your Research Vision More Successfully	1:00
Communication – Improve Your Relationship with Grant Program Officers	0:43
Data Management Plan – What NIH Reviewers Want to See	1:03
Foundation and Private Funding -3 Key Strategies Every PI Should Know	0:55
Foundation and Funding – Strategies to Get a Piece of this Billion Dollar Pie	1:03
Foundation-Private Funding – Top Ten Expert Tips	0:58
Funding Channels – Successfully Tapping NEW Sources of Research Funding	0:59
Hiring a Grant Writer – When, How and Why	0:53
K Grant Funding (NIH) – Get Funded Easier and Faster	1:30
R01 Grant – How to Write a Persuasive Proposal	1:30
R01 Transition from an Early Investigator Award	1:02
Specific Aims and Narrative Sections – Grab NIH Reviewers Attention – Get Your Grant Funded	1:27
Specific Aims and Project Narrative Report	PDF (67 pages)
Storytelling to Inspire Funders – Describing Your Research in a Whole New Way	0:59
Tableau-Data Visualization for Research Funding Success	1:01
Writing Excellent Grant Proposals	1:23
Writing for Scientists and Clinicians – The Basics and Beyond	1:31

- **5 Courses**
- **Online Courses: 21.5 CME credits; 22 contact hours**
 - **Teleconferences/Conferences: 5 CME/CNE credits**

1.2.3. Clinical Skills/Simulation Block



1.2.3.1. Simulation in Health Care: Modalities and IPE Integration Module

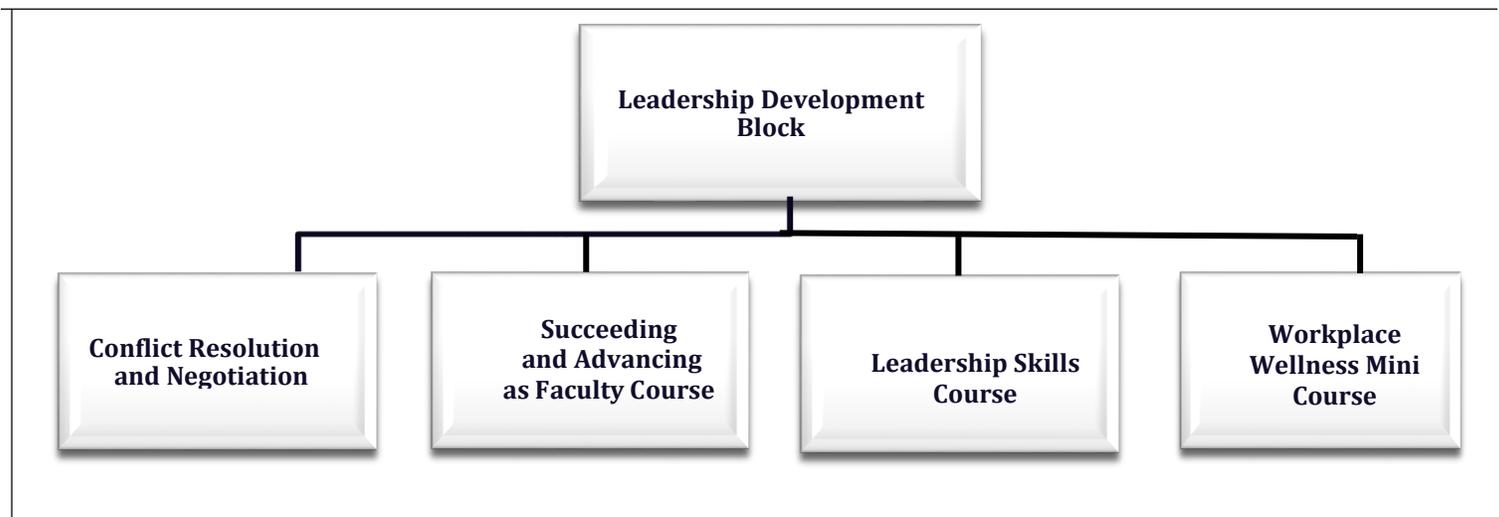
- The IFDP participant may claim contact hours (max. two CME/CNE credits) for participation in this online module either under the Teaching Block or Clinical Skills/Simulation Block.

**1.2.3.2. Clinical Skills in Simulation-Based Education Course
(6.25 CME/CNE Credits)**

Module		Author	CME credit	CNE credit
Number	Title			
1.	Best Practices for the Use of Simulation	Crawford S., M.D.; Monks S., Ph.D., M.P.H.	0.75	0.75
2.	Writing Learning Objectives for a Clinical Simulation Session	Monks S., Ph.D., M.P.H.; Urbina J., Ph.D., M.S.	0.75	0.75
3.	Simulation Design: Key Components of Responsive and Relevant Scenarios	Flaherty S., M.S.N., R.N.; Jimerson P., M.B.A., R.N.	0.75	0.75
4.	Conducting Simulation Scenarios	Crawford S., M.D.; Monks S., Ph.D., M.P.H.	0.75	0.75
5.	Assessment and Feedback in a Clinical Simulation Session	Monks S., Ph.D., M.P.H.; Urbina J., Ph.D., M.S.	0.75	0.75
6.	Feedback, Debriefing and Guided Reflection in Health Care Simulation	Crawford S., M.D.; Monks S., Ph.D., M.P.H.	1.0	1.0
7.	Including Standardized Patient (SP) Methodology in Skills Training	Fulmer V. L.	0.75	0.75
8.	Curriculum Integration: Best Practices and Examples	Monks S., Ph.D., M.P.H.; Urbina J., Ph.D., M.S.	0.75	0.75

- **One Course**
 - **Online Courses: 6.25 CME/CNE credits**
 - **Teleconferences/Conferences: 3 CME/CNE credits**

1.2.4. Leadership Development Block



1.2.4.1. Conflict Resolution and Negotiation Course (5.0 CME/CNE Credits)

Module		Session Title	Author	CME credit	CNE credit
Number	Title				
1.	Communication Skills	Effective Communication	Kupescic Plavsic S., M.D., Ph.D.	1.0	1.0
		Communication Skills in Patient Encounters			
		Active Listening			
2.	Difficult Conversations	Tools for Effectively Engaging in a Difficult Conversation	Kupescic Plavsic S., M.D., Ph.D.	1.0	1.0
		Preparing to Engage in a Difficult Conversation			
3.	Disruptive Behavior	Disruptive Behavior: Institutional Strategies	Kupescic Plavsic S., M.D., Ph.D.	1.5	1.5
		Tools for Responding to Disruptive Behavior			
		Dealing with Disruptive Students			
4.	Conflict Management Skills	Case Studies	Kupescic Plavsic S., M.D., Ph.D.	1.5	1.5

**1.2.4.2. Succeeding and Advancing as Faculty Course
(10.0 CME/CNE Credits)**

Module		Session Title	Author	CME credit	CNE credit
Number	Title				
1.	Faculty Career Stages	Onboarding and Negotiating	Kupescic Plavsic S., M.D., Ph.D.	0.5	0.5
		Faculty Career Stages		1.0	1.0
		Retirement Planning		1.5	1.5
2.	Time Management Skills	Time Management Self-Assessment	Kupescic Plavsic S., M.D., Ph.D.	2.0	2.0
		Time Management Strategies			
		Are You on Track?			
		Working from Home			
3.	Art of Mentoring	Mentoring Relationships: Do We Really Need Them?	Eiring A.M., Ph.D.	0.5	0.5
		Models and Types of Mentoring	Kupescic Plavsic S., M.D., Ph.D.	0.5	0.5
		Mentoring Up	Kupescic Plavsic S., M.D., Ph.D.	1.0	1.0
		TTUHSC El Paso Mentoring Programs			
4.	Turning Clinical Work and Education Into Scholarship	Career and Scholarship Planning	Kupescic Plavsic S., M.D., Ph.D.	1.5	1.5
		About Scholarship			
		Examples for Turning Clinical and Administrative Work and Education Into Scholarship			
5.	Guides to Writing a CV, Resume and Personal Statement	Preparing your CV and Networking	Mulla Z.D., Ph.D., CPH	0.5	0.5
		Preparing your NIH Biosketch	Eiring A.M., Ph.D.	0.5	0.5
		Preparing your Personal Statement	Mulla Z.D., Ph.D., CPH; Kupescic Plavsic S., M.D., Ph.D.	0.5	0.5

1.2.4.2. Leadership Skills Course (7.0 CME/CNE Credits)

Module		Session Title	Author	CME credit	CNE credit
Number	Title				
1.	Defining Leadership	What is Leadership?	Busey B., D.O.	0.5	0.5
		Leadership Styles	Alikaj-Fierro O., Ph.D., M.B.A.; Herber-Valdez C., Ed.D.	0.5	0.5
2.	Accomplishing Leadership	Understanding Leadership in Academic Institutions	Kupescic Plavsic S., M.D., Ph.D.	1.0	1.0
		Faculty Satisfaction and Institutional Vitality	Herber-Valdez C., Ed.D.; Alikaj-Fierro O., Ph.D., M.B.A.; Zuber D. Mulla, Ph.D., CPH	1.5	1.5
		Know How to Recruit and Retain Top Talent	Kupescic Plavsic S., M.D., Ph.D.	0.5	0.5
		Responsible Stewardship	Kupescic Plavsic S., M.D., Ph.D.	0.5	0.5
		Teamwork and Relationship Building	Catinella A.P., M.D.	1.0	1.0
		Running Successful Meetings	Catinella A.P., M.D.	0.5	0.5
		Strategic Planning	Alikaj-Fierro O., Ph.D., M.B.A.	0.5	0.5
		The Basics of Building a Budget	Sanchez A., M.B.A., CPA	0.5	0.5

1.2.4.3. Workplace Wellness Mini Course (1.0 CME credit)

Module		Session Title	Author	CME credit	CNE credit
Number	Title				
1.	Workplace Wellness Mini Course	Putting Wellness into Practice	David Briones, M.D.; Audrey Sienkiewicz, M.P.H., M.S.E.T.	1.0	-

- 4 Courses
 - Online Courses: 23 CME/ 22 CNE Credits
 - Teleconferences/Conferences: 5 CME/CNE credits

For each module or session in the course, participants will complete a Self-Check Quiz. They must score 80% on each quiz to successfully complete a module. The participants will have three attempts for each quiz. Upon completion of the quizzes, they will receive a respective number of IFDP course credits and/or CME/CNE credit hours.

Upon completion of the course or selected modules, the participants are encouraged to complete a brief 4-item survey to obtain feedback and useful information for improving our program.

1.3. IFDP XX Expectations

1.3.1. Teleconference Oral Presentation

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

- a. Each IFDP participant will have a total of 10 minutes (8 minutes for presentation, and 2 minutes for Q & A) for an oral teleconference 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.
 - The PPT presentation must be emailed to the Office of Faculty Development at least 48 hours prior to teleconference, who will ensure that the PPT is ready for the day of presentation (email: ElPasoFacultyDevelopment@ttuhsc.edu).
- c. The teleconference 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
- d. Teleconference presentation instructions:
 - Utilize the principles of adult learning and effective teaching
 - Apply techniques of effective oral/teleconference presentation
 - Use charts, graphics, and tables to clarify your information
 - Use technology to improve your presentation
- e. Demonstrate appropriate use of technology
- f. Each teleconference session will be proctored by faculty proctors, OFD lead analysts and current IFDP participants. Since this is a peer-review session, each of you will evaluate your colleagues using the same evaluation form. Please be candid and constructive.

- g. Your presentation will be recorded, and a recording of your teleconference presentation will be provided for your review. Feel free to share it with your supervisor and mentor.
- h. Please allow enough time for questions and answers and feedback on your presentation skills.

1.3.2. Online Learning Presentation

Another objective of the IFDP 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 the creation of multiple-choice testing items.

- a. Each IFDP 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 5-10 minutes 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% score must be achieved in the post-test to receive credit. Participants will have three attempts to pass the post-test.
 - Supporting learning material (e.g., a PDF 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.

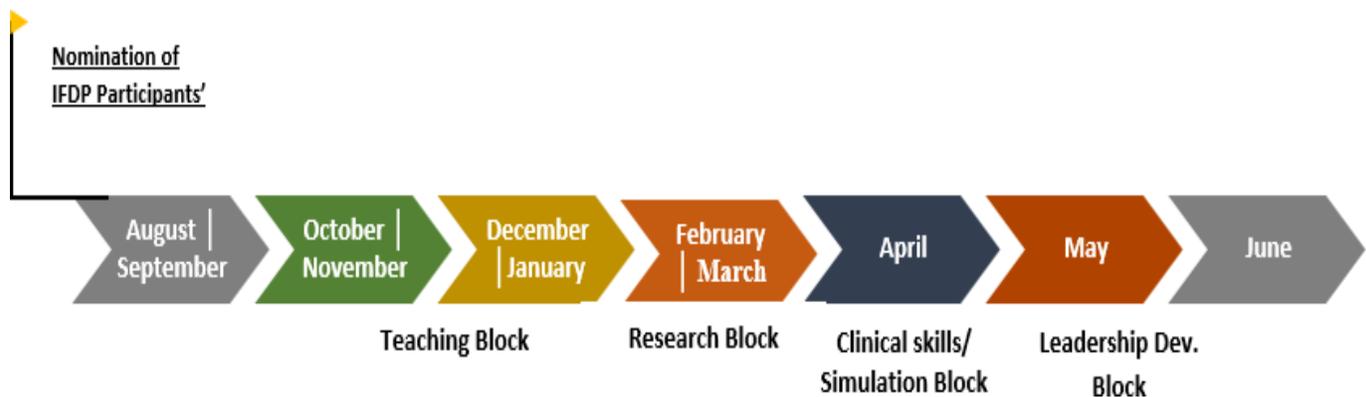
- f. The online contribution will be peer-reviewed by a senior educator and faculty discipline expert, and you will be provided with detailed feedback about the quality, effectiveness, and impact of the presented material (refer to Appendix B).

1.3.3. Research/Scholarly Project Proposal

The participants will be tasked to draft a proposal for research, scholarly, or interprofessional project. The research or scholarly project may consist 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, an interprofessional project is an alternative option in the creation of the quality improvement/patient safety (QI/PS) project. The research, scholarship, or IPE 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 a 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. IFDP XX Expectations Timeline



1.4.1. Teleconference Oral Presentation

Teleconference presentations are scheduled for mid-December. Written feedback will be provided by Feb. 1, 2022.

1.4.2. Online Learning Presentation

Each IFDP participant is expected to create one online learning presentation. This contribution is due by Feb. 1, 2022. Feedback will be provided by April 1, 2022.

1.4.3. Research/Scholarly Project Proposal

Submission of research and scholarly projects is scheduled for April 1, 2022. Feedback on the research and scholarly projects will be provided by May 3, 2022.

1.5. IFDP XX Graduation Requirements

A total of forty (40) contact hours is required to graduate from the IFDP XX.

1.5.1. Teaching Block Requirements

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

1.5.2. Research Block Requirements

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

1.5.3. Clinical Skills/Simulation Block Requirements (for Clinical Faculty)

Practicing clinicians participating in the IFDP must complete a minimum of five (5) hours of online training or in person activities in the Clinical Skills/Simulation Block. Clinical simulation online modules are listed in the table.

1.5.4. Leadership Block Requirements

Clinician IFDP participants must complete a minimum of five (5) hours of online training and/or teleconferences in the Leadership Block. Non-clinical faculty or those not engaged in the teaching in

the clinical skills/simulation environment must complete a minimum of ten (10) hours of the Leadership Block.

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. Creation of the online learning sessions/modules/courses.
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. Disclosure

This syllabus is intended to give the participant guidance in what is covered during the IFDP XX and will be followed as closely as possible. However, the OFD reserves the right to modify, supplement and make changes as the program needs arise or change.

2.2. Contact Information

Office of Faculty Development

Medical Education Building –MSC 21007

5001 El Paso Drive

El Paso, TX 79905

Phone: 915-215-4513

Email: ElPasoFacultyDevelopment@ttuhsc.edu

Office hours: By appointment

Adult Teaching and Learning Course

Tuesday, 10/05/2021 (noon to 1 P.M.): Program Overview Housekeeping and Networking/Introduction to Adult Learning Course (Sanja Kupesic Plavsic, M.D., Ph.D.; Michele C. Williams, Ed.D.; Marco Rodriguez, M.S., M.Ed.; Raul Alvarez Lopez, B.S.)

Tuesday, 10/12/2021 (noon to 1 P.M.): Using Bloom's Taxonomy and SMART Methods to Write Effective Learning Objectives (Michele C. Williams, Ed.D.; Oliana Alikaj-Fierro, Ph.D., M.B.A.; Marcos Ortega, Ph.D.)

Tuesday, 10/19/2021 (noon to 1 P.M.): Techniques for Active Learning (e.g., Flipped Classroom and TBL (Michele C. Williams, Ed.D.; Dale Quest, Ph.D.; Marcos Ortega, Ph.D.)

Tuesday, 10/26/2021 (noon to 1 P.M.): Bedside Teaching Pearls (Maureen Francis, M.D.)

Tuesday, 11/02/2021 (noon to 1 P.M.): Feedback/Giving Difficult Feedback (Sudhagar Thangarasu, M.D., FACP; Silvina Tonarelli Maud, M.D.; Marcos Ortega, Ph.D.)

Tuesday, 11/09/2021 (noon to 1 P.M.): Micro-Teaching Exercise with Feedback (Michele Williams, Ed.D.; Dale Quest, Ph.D.; Marcos Ortega, Ph.D.)

Tuesday, 11/16/2021 (noon to 1 P.M.): Program Evaluation and Quality Enhancement (Michele C. Williams, Ed.D.; Marcos Ortega, Ph.D.; Jessica A. Chacon, Ph.D.)

Building and Teaching a Quality Online Course

Tuesday, 12/07/2021 (noon to 1 P.M.): Learning Management System (LMS) Canvas (Michele C. Williams, Ed.D.; Manny Santa Cruz, D.N.P., R.N., M.B.A.; Jose V. Lopez; Marco Rodriguez, M.S., M.Ed.; Raul Alvarez Lopez, B.S.)

Technology of eLearning Course

Tuesday, 11/30/2021 (noon to 1 P.M.): Tools and Strategies for Live Virtual Teaching (Michele C. Williams, Ed.D.; Jessica A. Chacon, Ph.D.; Jose V. Lopez; Marco Rodriguez, M.S., M.Ed.; Raul Alvarez Lopez, B.S.)

Tuesday, 12/14/2021 (noon to 1 P.M.): Elentra Overview Curriculum Management System (CMS) (Michele C. Williams, Ed.D.; Tanis Hogg, Ph.D.; Jose V. Lopez)

Tuesday, 01/04/2022 (noon to 1 P.M.): Diverse Tools in Prerecorded Lectures (Michele C. Williams, Ed.D.; Tanis Hogg, Ph.D.; Jose V. Lopez; Edith Olexiuc; Marco Rodriguez, M.S., M.Ed.; Raul Alvarez Lopez, B.S.)

Course Title**TELECONFERENCES (Date/Time/Module Title)****Library Skills Course**

Tuesday, 01/11/2022 (noon to 1 P.M.): Copyright and Evidence-Based Medicine (Lisa Beinhoff, Ph.D., M.L.S., AHIP; Corina Bustillos, M.S.L.S., M.S.L.T., AHIP)

Tuesday, 01/18/2022 (noon to 1 P.M.): Library Resources and Endnote (Travis Real, M.L.I.S.; Milagros De Jesus Rivera, M.L.S., AHIP)

Tuesday, 01/25/2022 (noon to 1 P.M.): Predatory Journals (Lisa Beinhoff, Ph.D., M.L.S., AHIP)

IFDP XX Participants' Presentation

Friday, 12/10/2021 (noon to 1 P.M.): IFDP XX Teleconference Presentation

Friday, 12/17/2021 (noon to 1 P.M.): IFDP XX Teleconference Presentation

Friday, 01/14/2022 (noon to 1 P.M.): IFDP XX Teleconference Presentation

Friday, 01/21/2022 (noon to 1 P.M.): IFDP XX Teleconference Presentation

Friday, 01/28/2022 (noon to 1 P.M.): IFDP XX Teleconference Presentation

Fundamental Research Skills Course

Tuesday, 02/01/2022 (noon to 1 P.M.): Advancing Health Equity Through Embedded Research in a Safety-Net Health System (Rohit P. Ojha, Dr.P.H.; Afiba Manza-A. Agovi, Ph.D.; Rachel Meadows, Ph.D.; Mirsada Serdarevic, Ph.D.)

IRB Skills Course

Tuesday, 02/08/2022 (noon to 1 P.M.): Creating and Submitting an iRIS Application (Myrna Arvizo, CIP, CHRC)

Tuesday, 02/15/2022 (noon to 1 P.M.): Addressing IRB Stipulations via iRIS (Myrna Arvizo, CIP, CHRC)

Laboratory Scientists' Course

Tuesday, 02/22/2022 (noon to 1 P.M.): My Journey From Discovery Neuroscience to Entrepreneurship and Back Again - Thoughts On Strategy, Funding and Creating Innovative Health Care Solutions (Theodore J. Price, Ph.D.)

Interprofessional Education (IPE) in Research

Tuesday, 03/01/2022 (noon to 1 P.M.): Let's Get Together: Interprofessional Research in Simulation (Stormy Monks, Ph.D., M.P.H., CHES)

Clinical Skills/Simulation Course

Tuesday, 04/05/2022 (noon to 1 P.M.): Best Practices for the Use of Simulation in Health Care Education (Scott Crawford, M.D., FACEP, CHSOS, Stormy Monks, Ph.D. M.P.H., CHES)

Tuesday, 04/12/2022 (noon to 1 P.M.): Debriefing in Simulation (Scott Crawford, M.D., FACEP, CHSOS; Stormy Monks, Ph.D. M.P.H., CHES)

Tuesday, 04/19/2022 (noon to 1 P.M.): Assessment and Feedback (Stormy Monks, Ph.D. M.P.H., CHES; Jesica Urbina, M.S., Ph.D.)

Wednesday, 04/26/2022 (noon to 1 P.M.): Need to Know - Virtual Role-Playing: Health Inequity (Jennifer Molokwu, M.D., M.P.H.; Jennifer Salinas, Ph.D.)

Wednesday, 05/18/2022 (noon to 1 P.M.): Need to Know - Social justice and social determinants of health session for faculty (Jessica Calderón-Mora, Dr.P.H.; Jennifer Salinas, Ph.D.; E. Lee Rosenthal, Ph.D., M.S., M.P.H)

Leadership Skills Course

Tuesday, 05/03/2022 (noon to 1 P.M.): Movement and Physical Activity at Work (Tara Bautista, Ph.D.)

Leadership Skills Course

Tuesday, 05/10/2022 (noon to 1 P.M.): Organizing and Running Successful Meetings (A. Peter Catinella, M.D., M.P.H.)

Succeeding and Advancing as Faculty

Friday, 05/13/2022 (noon to 1 P.M.): Tips for Academic Success (Sanja Kupesic Plavsic, M.D., Ph.D.; Zuber D. Mulla, Ph.D., CPH)

Course Title	TELECONFERENCES (Date/Time/Module Title)
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Faculty Wellness

Tuesday, 05/24/2022 (noon to 1 P.M.): Mindful Communication (Tara Bautista, Ph.D.)

Leadership Skills Course

Tuesday, 05/31/2022 (noon to 1 P.M.): Leadership Skills: Setting Expectations and Performance Evaluation (A. Peter Catinella, M.D., M.P.H.)

CME Accreditation and Credit Designation: The Texas Tech University Health Sciences Center El Paso Paul L. Foster School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

Texas Tech University Health Sciences Center El Paso Paul L. Foster School of Medicine designates this other live activity (synchronous (online conference system); asynchronous (Learning Management System) for a maximum of **123.75** *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Nursing Accreditation and Credit: University Medical Center of El Paso is approved with distinction as a provider of nursing continuing professional development by New Mexico Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. This activity provides up to a total of **106** nursing contact hours for successful completion of this educational activity.

Disclosure Policy: It is the policy and practice of the Texas Tech University Health Sciences Center El Paso Paul L. Foster School of Medicine Office of Continuing Medical Education to resolve all potential conflicts of interest prior to the activity. All planning committee members and speakers have disclosed that they or their spouses have no relevant financial relationships with any companies or organizations whose products or services may be discussed.

Any relevant financial relationships that speakers disclose will be disclosed to participants during each scheduled session.

The Texas Tech University Health Sciences Center El Paso Paul L. Foster School of Medicine reserves the right to cancel this activity or make speaker substitutions in the event of unforeseen or extenuating circumstances.

How to claim your credits or certificate of attendance: Credit for this session will be included on participants' CME transcripts after the Office of CME is provided an attendance report. Upon completion of the course assessment, certificates indicating credits earned (for physicians) or certificates of attendance (for non-physicians) will be emailed to those who request a certificate. Please contact the Office of CME to request a certificate.

Appendix A

Teleconference Presentation Format

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

Oral Presentation (Teleconference) Peer Evaluation Form

Video camera required

Presenter: _____

Topic Title: _____

ORGANIZATION OF SUBJECT	NEED IMPROVEMENT	GOOD	EXCELLENT
Ice breaker			
Introduction			
Defined and measurable learning objectives			
Appropriate content and amount of information			
Application of adult learning principles (conceptual, contrast, interactive, practice, paced)			
TEACHING TECHNIQUE	NEED IMPROVEMENT	GOOD	EXCELLENT
Voice quality			
Ask rhetorical questions			
Accurate answers to questions			
Use of non-words (Uh-Aaah)			
Good sense of humor			
Knowledge about the subject			
Professional appearance			
TECHNICAL SKILLS	NEED IMPROVEMENT	GOOD	EXCELLENT
PowerPoint preparation			
Adequate font size			
Adequate light			
Adequate use of AV and teleconference equipment			
Good internet connection			
Troubleshooting			
Comments			

Appendix B

Online Presentation Format

Title page	Presentation Title: Presenter's Name: Degree: Affiliation and Institution:
List two learning objectives	1. -> 2.
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).	1. -> 5.
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: Telephone #:
Ten (10) post-test items: Note that five of the 10 post-test items should be the same as in the pretest to assess learners' knowledge improvement. An 80% score must be achieved in the post-test to receive credit. Participants will have three attempts to pass the post-test.	1. -> 10.
A one-to-two page PDF handout summarizing the take-home messages, notes, recommended readings, links, and additional information.	

Simulation Activity Online Presentation Format

Title page	Presentation Title: Presenter's Name: Degree: Affiliation and Institution:
List two learning objectives	1. -> 2.
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).	1. -> 5.
Narrated PPT (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: <ol style="list-style-type: none"> a. The acceptable performance steps in a procedure. b. The quality or degree of excellence of the steps performed. 	
The instructional video should consist of the following: <ol style="list-style-type: none"> a. Indications and contraindications of the procedure. 	

<ul style="list-style-type: none"> b. Complications. c. Universal precautions. d. Informed consent. e. Basic equipment. f. Description of the procedure (preparation, procedure steps). g. Removal of the instruments. h. Follow-up (if indicated). 	
Conclusions/Summary of the content	
Literature	
The corresponding author's contact information	Address: Email: Telephone #:
Ten (10) post-test items: Note that five of the 10 post-test items should be the same as in the pretest to assess learners' knowledge improvement. An 80% score must be achieved in the post-test to receive credit. Participants will have three attempts to pass the post-test.	1. -> 10.
A one-to-two page PDF handout 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 10 post-test items: five of the 10 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 "NBME Item Writing Guide" (6th edition) <https://www.nbme.org/item-writing-guide> (request PDF).

Online Learning Evaluation Form

Author:	
Presentation Title:	
Date:	
Reviewer:	

Online Presentation - Organization and Content

	1 Poor	2	3 Neutral	4	5 Excellent
Title page has title, presenter's name, degrees, and affiliation					
Learning objective # 1 is well-defined					
Learning objective # 2 is well-defined					
Five pretest items are present and relevant, accurate and relate to learning objectives					
Narrated PPT video contains appropriate content and is at least 10 minutes in length					
Appropriate content quality					
Appropriate quality of graphics and images					
References are accurate and complete					
Ten post-test items are present and relevant and relate to learning objectives					
The handout is one to two pages in length and contains summary, notes, links and recommended readings					
The presentation enhanced my knowledge and understanding of the subject					

Additional Comments

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

IFDP XX 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 IFDP 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.

Author:	
Protocol Title:	
Date submitted:	
Reviewer:	

Checklist

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

Appendix C (continued)

Sample timeline for a grant-funded study (adapt to your needs)

Activity	Sep 2021	Oct 2021	Dec 2021	Jan 2022	Feb-Jun 2022	Jul-Aug 2022	Sep 2022
Submit protocol to Institutional Review Board	X						
Notice of award sent to principal investigator		X					
Funds disbursed			X				
Train study staff				X			
Recruit subjects, enter data				X	X		
Analyze data					X	X	
Prepare report						X	
Submit report to funding agency							X
Submit manuscript to peer-reviewed journal							X

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](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](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](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](https://www.aamc.org/Documenting-Educational-Scholarship)

Appendix E

Quality Improvement and Patient Safety Project Template

Title:	Site:	QI Lead:	Date:
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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"> • Chart, stick figures, timeline, current-state value stream map, sketches 	

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	
WHAT: What exactly needs to be done? What will be the main action?	
WHO: Who will be responsible for what, when, and how? What support will be required?	
WHERE: Identify where the implementation will take place.	
WHEN: Establish the basic timing for the scheduled items.	
HOW: 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"> • 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? 	

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