



## Institutional Faculty Development Program XXII

The Office of Faculty Development congratulates all participants for completing the Institutional Faculty Development Program (IFDP) XXII. The IFDPXX II curriculum consists of four domains: Teaching Block, Research Block, Clinical Skills/Simulation Block, and Leadership Development Block. A total of forty (40) contact hours is required to graduate from the IFDP XXII. Kudos to Dr. Demetria Castellon, faculty associate, Department of Neurology, for earning over 60 contact hours.



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Assistant Professor  
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Research Instructor  
Department of Obstetrics and  
Gynecology



**[Nils Nickel, M.D.](#)**

Assistant Professor  
Department of Internal Medicine

“ I truly enjoyed the IFDP XXII and learned a lot that was directly relevant to my work here at TT. I highly recommend it! ”



**[Javaid Sehrish, B.D.S., M.S., Ph.D.](#)**

Associate Professor  
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Department of Neurology

# LEADERSHIP DEVELOPMENT ACADEMY (LDA) III

The Leadership Development Academy (LDA) III commenced in August 2023 and ran through May 2024. The LDA III, an eight-month development program created for the next generation of Texas Tech Health El Paso academic leaders, is designed and managed by the Office of Faculty Development. The LDA III consisted of asynchronous and synchronous sessions available to all faculty. Most sessions provide continuing medical education and continuing nursing professional development with a maximum of 1 AMA PR Category 1 Credits™. The Office of Faculty Development is happy to announce that 14 participants have completed the LDA III program.



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# LEADERSHIP DEVELOPMENT ACADEMY (LDA) III



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# PROFESSIONAL DEVELOPMENT CORNER

## Faculty Tips Corner

**QUICK TIP**

### Sample Size and Power Calculations

“How many patients or charts or rats do I need for my research study?” “I can only afford to recruit a small number of subjects – will I have enough statistical power?” These questions are frequently asked by faculty members when they are designing clinical, public health, basic science, or educational research studies. A handy, free online sample size calculator can be found at the OpenEpi website: [https://openepi.com/Menu/OE\\_Menu.htm](https://openepi.com/Menu/OE_Menu.htm). OpenEpi is an open source epidemiological and biostatistical software program.

The Office of Faculty Development (OFD) has created a short (about 26 minutes long) video on introductory sample size calculations using OpenEpi. This video is available to faculty free of charge via the Canvas learning management system. Please contact the OFD at [ElPasoFacultyDevelopment@ttuhsc.edu](mailto:ElPasoFacultyDevelopment@ttuhsc.edu) to request access to this video.

Do you have a professional development tip that you would like to share with your colleagues? If so, send it to us, and we will feature it in the Office of Faculty Development newsletter. Email your tip(s) to [ElPasoFacultyDevelopment@ttuhsc.edu](mailto:ElPasoFacultyDevelopment@ttuhsc.edu) with the subject line Faculty Tips.

# PROFESSIONAL DEVELOPMENT CORNER

## Congratulations on Poster Presentation

The Office of Faculty Development team and its partners recently co-authored an abstract entitled "Promoting Vitality: A Mixed-Methods Evaluation of a Leadership Development Academy." The abstract was presented as a poster on July 16, 2024, at the 2024 Group on Faculty Affairs (GFA) Professional Development Conference in New Orleans. The authors are Zuber D. Mulla, Ph.D., Julie Blow, Ph.D., Marco Rodriguez, M.S., M.Ed., Mónica Delgadillo-Barraza, Raul Alvarez, B.S., B.A., M.S., Christine Herber-Valdez, Ed.D., Oliana Alikaj-Fierro, Ph.D., M.B.A., Valerie Osland Paton, Ph.D., and Sanja Kupesic, M.D., Ph.D.

Dr. Mulla, interim associate academic dean for Faculty Development, presented on behalf of the team.

### Abstract

**Background:** Health systems invest substantial resources in leadership development. Externally developed training material may not meet the needs of a particular medical school.

**Goal:** To assess the longitudinal outcomes of Leadership Development Academy (LDA) participants.

**Methods:** LDA targets leaders at our health sciences center. Its goal is to improve individual leadership skills. Topics are relevant to our institution's values. Pre- and post-LDA surveys were conducted to determine the impact of the LDA on 24 self-reported leadership skills. Participants rated their competency using a five-point scale. Mean pre-LDA and post-LDA scores were calculated. Paired *t*-tests and qualitative analyses were performed.

**Results:** Significant improvements in 16 leadership skills were noted, including the ability to lead programs ( $n=10$ , 3.2 vs. 4.1,  $p<0.0001$ ). Qualitative analysis found that peer engagement was one of the most valuable experiences.

**Conclusion:** Our LDA was tailored to our institution's needs and it positively impacted several leadership skills.



Zuber D. Mulla, Ph.D.

Interim Associate Academic Dean

# PROFESSIONAL DEVELOPMENT CORNER

## AI is here! Are you ready?

Artificial intelligence (AI) has been defined as “...the simulation of human intelligence in machines that are programmed to think and act like humans.”<sup>1</sup> AI was on the agenda at the recent Group on Faculty Affairs (GFA) Professional Development Conference hosted by the Association of American Medical Colleges. The conference was held in New Orleans July 15-17, 2024.

Adam Rodman, M.D., M.P.H., Instructor in Medicine, Beth Israel Deaconess Medical Center, delivered the plenary session on July 16 at the GFA conference. His presentation was entitled, “Innovations in AI Applications for Faculty Affairs and Faculty Development Offices.”<sup>2</sup> Rodman’s engaging session touched on several aspects of AI in academic medicine, including the effect of AI on reshaping faculty educational methods and emerging opportunities for innovations in health care that are driven by AI.

One aspect of AI that educators in the health sciences should be aware of is generative AI. Examples of generative AI tools include Gemini (formerly known as Bard) and Chat Generative Pre-Trained Transformer (ChatGPT).<sup>3</sup> ChatGPT was released by OpenAI in 2022 as an online chatbot.<sup>3</sup> According to Boscardin *et al.*, “Chatbots are AI-based software designed to mimic human conversation through text or audio, providing natural language responses to human input in a conversational format.” Boscardin and colleagues provide excellent recommendations and resources for the integration of generative AI in medical education (the reader is referred to reference 3).

The Boscardin article cited above was co-authored by Brian Gin, M.D., Ph.D., Associate Professor, University of California San Francisco Department of Pediatrics. The Office of Faculty Development (OFD) hosted Dr. Gin via Webex on April 24, 2024. Dr. Gin’s virtual talk was a part of the OFD’s Institutional Faculty Development Program XXII. It was entitled, “AI & the Future of Medical Education.” To view the recording of this webinar, please click on the following hyperlink: [session recording](#).

The OFD plans to hold sessions on AI geared toward clinicians and scientists during the next academic year. Readers interested in AI should monitor the OFD’s [Calendar of Events](#) for these upcoming presentations.

### Cited references

1. O’Connor S. Open artificial intelligence platforms in nursing education: Tools for academic progress or abuse? *Nurse Educ Pract* 2023 Jan;66:103537. doi: 10.1016/j.nepr.2022.103537. Epub 2022 Dec 16. PMID: 36549229.
2. AAMC. 2024 Group on Faculty Affairs (GFA) Professional Development Conference. Agenda. Plenary II: Innovations in AI Applications for Faculty Affairs and Faculty Development Offices. Available at: <https://web.cvent.com/event/cfa4064d-d0ef-4e5f-b9bf-4ee6bb2bc136/websitePage:11ab2f32-952f-49b7-ac12-71fd7bae9a1b?session=0f491e9d-c329-4d0e-96ed-3d1d78f98c9c&shareLink=true>. Accessed: July 24, 2024.
3. Boscardin CK, Gin B, Black Golde P, Hauer KH. ChatGPT and generative artificial intelligence for medical education: potential impact and opportunity. *Acad Med* 2024 Jan 1;99(1):22-27. doi: 10.1097/