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Registration is Complimentary

DESCRIPTION

The UC San Diego Medical and Pharmacy School faculty is comprised of a diverse group of educators including bench science researchers and clinicians. Developing and enriching our teaching skills is necessary to remain effective educators. The UC San Diego Faculty Development Day (FDD) will provide faculty the opportunity to advance their teaching methods in order to provide an enhanced educational experience for learners.

In addition to the plenary sessions focused on best practices and innovative approaches to education, attendees will have the option to participate in up to four workshops focused on a different aspect of medical education. The workshops will be small-group interactive sessions where attendees will engage in skill development.

LEARNING OBJECTIVES

Upon the conclusion of this activity, participants should be able to:

- Develop new techniques for teaching in the clinical setting
- Engage trainees in the performance of QI projects
- Create more effective didactic teaching tools for live audiences or distant learning
- Organize existing or new courses in the medical school
- Describe how to utilize simulation in teaching procedures
- Provide more effective feedback and guidance for trainees

TARGET AUDIENCE

Health professions educators at UC San Diego engaged in teaching students and residents.

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CONFIRMED WORKSHOP TOPICS AND DESCRIPTIONS

Point-of-Care Ultrasound Workshop – [Anthony Medak, MD](#), [Daniel Sweeney, MD](#), and [Asia Takeuchi, MD](#)

As point-of-care ultrasound becomes more prevalent in medical school and residency training programs we need to be able to teach and supervise the use of this important technique in the care of our patients. At this workshop attendees will learn critical ultrasound skills relevant to your practice from experts in the field.

Simulation in Medical Education – [Preetham Suresh, MD](#)

In this workshop attendees will learn about the resources at UC San Diego to incorporate simulation into teaching. There will be live demonstration of our equipment and new technologies in procedural assessment and guidance. We will discuss opportunities on how to incorporate actual patients or standardized patients into your teaching.

Innovations in Operative Teaching – [Joel Baumgartner, MD](#)

Teaching in the operation room is the cornerstone of surgical education. This workshop will explore techniques to enhance the learners' time in the OR and improve the education received. Please be prepared to discuss successes and challenges you have had.

Innovations in Didactic Teaching Using Technology – [Stephen Schneid, BS, MHPE](#)

Developments in active learning pedagogy, combined with advances in instructional technology, have led to an increasing number of educators to incorporate the “flipped classroom” into their courses. In this model, instructors have the students watch prerecorded lectures or complete reading assignments on their own so that class time can be dedicated to application and problem-solving team-based activities. In this workshop, we will show examples of how to make pre-class assignments using technology such as Zoom and Camtasia. We will also demonstrate examples of in-class active learning techniques using Kahoot and Poll Everywhere.

Adding Quality Improvement to Your Academic Portfolio – [Robert El-Kareh, MD](#)

Quality improvement (QI) is an important part of academic medicine and can provide rewarding scholarly accomplishments. This interactive workshop will demonstrate basic QI tools and resources available to help project leaders. We will also discuss ways to engage trainees in QI efforts.

Navigating the Path of Least Resistance for Scholarship: Clinical Vignettes and Case Reports – [Vineet Gupta, MD](#) and [Brian Kwan, MD](#)

Scholarship is an integral part of academic culture. While traditional scholarship/research can be tenuous, clinical vignettes and case reports can be a handy substitute. This workshop would take you through a journey of hands on experience of writing a clinical vignette followed by tips for preparing an effective poster. Finally, summing up with the nuts and bolts of writing a successful case report. Welcome aboard!

Feedback in the Clinical Setting: A Practical Approach – [Meghan Sebasky, MD](#)

An honest appraisal of performance is important to facilitate personal and professional growth, however feedback in the clinical setting is frequently provided poorly or skipped altogether for a variety of reasons. Participants will learn about the essential components of effective feedback and engage in discussion about common clinical barriers to giving learners feedback. Several practical tips for providing effective feedback in the clinical setting will be described.

How to Have Critical Conversations: When Words and Actions Matter Most - Responding to Patient Harm – [Tim McDonald, MD, JD](#)

This interactive session will focus on understanding and overcoming the barriers to rapid and ongoing communication to patients and their loved ones following unexpected harm – breaking down the “wall of silence”. Effective methodologies for teaching and learning empathic communication will be demonstrated and practiced with participants.

What's in a Good Question – [Jeanne Myers, PhD](#)

Questions are used in a wide variety of places: quizzes and tests, performance assessments, evaluations, checks for understanding, patient questioning, and standardized exams, to name just a few. In order to get the information or response you may want, and to the depth you may want, it's all in the question. Do you know what makes a good question? This workshop will review how to create essential questions, test items, performance-based questions as well as how to edit them. A discussion of the different types of questions, which are appropriate for what purposes and how to ‘decode’ questions will be included as well as practice activities as a group.

Remediation of Struggling Learner – [Sherry Huang, MD](#)

Course Development & Management – [Stephen Schneid, BS, MHPE](#)

Regardless of scope, a curriculum is a planned educational experience that encapsulates goals, objectives, instructional methods, assessment, and evaluation. Curriculum development is not a one-time endeavor, but rather a dynamic process that includes a curriculum renewal component that is subject to thoughtful revision and modernization. The course or program director plays a pivotal role in all stages of curriculum development and should therefore be equipped with some basic tools to be successful. In this workshop, we will introduce a commonly used and straightforward 6-step approach to curriculum development. We will also discuss the numerous responsibilities of a course or program director and how to identify available resources to develop those skills.

Successful Interdisciplinary Education – [Linda Awdishu, PharmD, MAS](#), [Charles Goldberg, MD](#), [Michelle Johnson, MD](#), [Jennifer Namba, PharmD](#)

This is a 90-minute interactive workshop for health sciences educators with an interest in interprofessional education (IPE). Participants will gain a stronger understanding of the current health sciences IPE offerings at University of California, San Diego, learn how to design an IPE activity and overcome barriers to implementation of IPE. Participants will be placed in small groups to brainstorm potential IPE activities and will have the opportunity to join a special interest group for curricular development.

PowerPoint as a Tool to Support Better Didactics – [Scott Mullaney, MD](#)

PowerPoint is not the enemy of a good talk – the misuse of PowerPoint is. In this workshop we will focus on using this powerful tool to engage, entertain, and educate the audience in support of a well-crafted didactic session. If you can, bring a laptop as we will be working on slides together to reimagine examples of poor visuals we all have seen (and maybe even created ourselves).

Teaching Beyond the Learner in Front of You – [Lina Lander, ScD](#)

Discover apps to connect with learners inside and outside of classroom. Learn best practices to record audio and video to integrate in your teaching. Help learners connect with content using fun and interactive tools.

PROGRAM AGENDA

Friday, September 14, 2018

5:00 – 5:30pm	Registration
5:30 – 6:15pm	Plenary Session: What is Next for Medical Education? Elaine Muchmore
6:15 – 7:00pm	Plenary Session: Teaching Clinical Reasoning – Charlie Goldberg
7:00pm	Reception

Saturday, September 15, 2018

7:30 – 8:30am	Registration & Breakfast
8:30 – 10:00am	Workshop 1
10:00 – 10:15am	Break
10:15 – 11:45am	Workshop 2
11:45am – 1:00pm	Lunch
1:00 – 2:30pm	Workshop 3
2:30pm – 2:45pm	Break
2:45 - 4:15pm	Workshop 4
4:15 – 4:30pm	Closing Remarks

LOCATION

T. Denny Sanford Medical Education and Telemedicine Center - Auditorium
9500 Gilman Drive
La Jolla, California, 92093

[Directions](#) | [Map of parking](#)

Parking on Friday: Parking permits \$3/hour or \$30/day. Parking permits are available at pay stations located in the [Osler Lane](#) and [Gilman Drive](#) parking garages or you can purchase parking by using the [ParkMobile app](#). You may also park in the lot next to the SOM Library with a valid permit.

Parking on Saturday: Parking is free on Saturday unless otherwise marked.

Please observe all parking signs.

