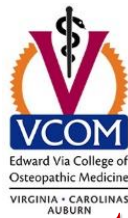


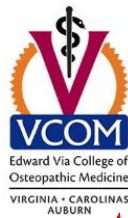
## Faculty/Staff Development Schedule 2019-2020

Date/Time	Presentation/Polycom Site	Session Title and Description
July 17 <sup>th</sup>  12pm-1pm	Carolinas Campus  Polycom with VA-Seminar Rooms #135	<p><b><i>VCOM Faculty Research Presentations: 5 slides, 5 minutes, 5 questions</i></b></p> <p>Interested in learning about the research some of our VCOM faculty are working on? Join us on Wednesday, July 17 to hear past and current REAP and One Health awardees discuss their research findings. Employing the 5/5/5 format, we ask the faculty to summarize their research findings and scholarly activity using five slides. They will have five minutes to present and then there will be five minutes to take questions. In this session, the following faculty from the Virginia and Auburn campuses will be presenting:</p> <p><i>Joshua Hollingsworth, PharmD, PhD: Facilitating lasting health behavior change and habit formation</i>  <i>Wei Liu, PhD: Optimized Tai Chi intervention for knee OA: biomechanics study</i>  <i>Ramu Anandakrishnan, PhD: Rationally designing targeted combination therapies for treating cancer</i>  <i>Chris Reilly, PhD: The role of the gut microbiota in the pathogenesis of SLE</i>  <i>Skip Garner, PhD: Bringing precision medicine to anatomy lab</i></p> <p>This interesting and intensive activity takes place at VCOM's annual Research Retreat; however, due to the inclement weather in December, these presentations were postponed until now. We hope these sessions will engender collaborative ideas, and give you an appreciation of the important and diverse research taking place across VCOM.</p>



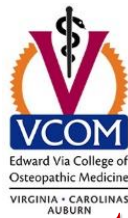
## Faculty/Staff Development Schedule 2019-2020

<p>August 20<sup>th</sup></p>	<p>Carolinas Campus Seminar Room #331</p>	<p>Faculty Training- Sonosite Ultrasound Equipment Training</p> <p>Session 1 will be a basic introduction to the equipment. By the end of this session faculty will:</p> <ul style="list-style-type: none"> <li>• Discuss transducers and their functions</li> <li>• Understand imaging quality</li> <li>• Know the capabilities of each Ultrasound unit</li> </ul> <p>Presented by: Sue Halterman, Clinical Applications Specialist Fujifilm/SonoSite</p>
<p>August 19th &amp; August 21st</p> <p>12pm-1pm</p>	<p>Carolinas Campus Seminar Room #331 &amp; #332</p>	<p><i>2019-2020 Application Cycle Welcome and Review for Faculty and Staff Interviewers</i></p> <p>With the Class of 2023 finally here and settling in, it's time to begin to recruit and interview the Class of 2024! During this session, we will review data from the Class of 2023 Application Cycle, give an overview of interview procedures and the AMP application system, introduce the Admissions Committee, and discuss important changes for the upcoming cycle. All administrative staff and clinical or biomedical faculty who interview applicants are asked to please attend. Special emphasis will be placed on how to give productive interview feedback to best assist the Admissions Committee in choosing applicants for the Class of 2024 (your future students!).</p> <p>Objectives By the end of the session, participants will:</p> <ol style="list-style-type: none"> <li>1. Have an understanding of the data from the Class of 2022 Application Cycle and how that will be used when building the Class of 2023.</li> <li>2. Be able to articulate the back-end of the application process for candidates applying for Admission to VCOM and what has transpired prior to them meeting with a candidate to interview.</li> <li>3. Be aware of all interview procedures and be confident in their ability to use the AMP application system.</li> <li>4. Know how to give constructive interview feedback and understand <i>why</i> their feedback is invaluable to the Admissions Committee.</li> </ol>



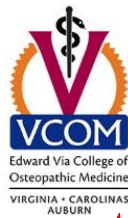
## Faculty/Staff Development Schedule 2019-2020

		Presented by: Dr. Lindsey Ridgeway and Emily Troutman, M.Ed. (Student Services & Admissions)
August 29 <sup>th</sup> 12p-4pm	Carolinas Campus Seminar Room #331	<p><b>Myers-Briggs Type Indicator (MBTI) Training and Development</b></p> <p>The Myers-Briggs Type Indicator (MBTI) assessment is based on the work of Carl Jung, who determined the differences between people were not random but rather formed patterns – types. When we communicate in a way that others can understand, in a manner they prefer, better communication occurs and relationships are strengthened.</p> <p>The objectives for this MBTI Workshop are as follows:</p> <ul style="list-style-type: none"> <li>• Participants will complete the official MBTI assessment and receive the results during the workshop</li> <li>• Participants will demonstrate understanding of the MBTI assessment results by participating in the following activities: <ul style="list-style-type: none"> <li>○ Communication Strategies</li> <li>○ Negotiating Strategies</li> <li>○ Conflict Resolution</li> </ul> </li> <li>• Participants will develop an action plan based on preferences of their teams to implement.</li> </ul> <p>Presented by: Patricia Krohmer</p>
September 12 <sup>th</sup>	Chapman Cultural Center	Seeing Spartanburg- Part 1- Faculty Development Series



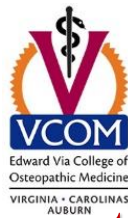
## Faculty/Staff Development Schedule 2019-2020

5:30p-6:15p		Join us for a 45-minute Tour of Spartanburg's premier cultural destination, Chapman Cultural Center including two museums, science center, workshops, studios, and performing arts theater. The tour guide will be Jennifer Evins, President & CEO. Participants will learn about CCC as well as Spartanburg's unique and vibrant cultural community including Spartanburg Downtown Cultural District. The tour will begin at 5:30 pm and then we'll walk across the street for social time at Ciclops Cyderi and Brewing. Free parking is available.
September 17th & 18th  Drop-in	Conference room #140	<p><b>Neurocircuitry of Force-Based Manipulations-Webinar</b></p> <p><b>Event Description</b> A variety of manual therapies, including chiropractic manipulation, deep tissue massage, gentle strokes, and physical therapy, apply mechanical forces to peripheral tissues as part of the therapeutic delivery. Research in fundamental neuroscience to understand the basic neural mechanisms underlying mechanosensation (sensing of external mechanical forces) has provided novel insights in recent years into the peripheral and central neural circuitry of force-based manipulations, as well as the molecular sensors that modulate mechanosensation. The National Center for Complementary and Integrative Health (NCCIH), in conjunction with the <i>Eunice Kennedy Shriver</i> National Institute for Child Health and Human Development (NICHD)/National Center for Medical Rehabilitation Research (NCMRR), is excited to present a workshop that brings neuroscientists studying mechanosensation together with clinical investigators in the field of manual therapies. This workshop will explore potential neural and extraneural mechanisms of biomechanical force-based manipulations and interventions.</p> <p><b>Workshop Goals</b></p> <ul style="list-style-type: none"> <li>• Identify research gaps and barriers in the force-based manipulations research field</li> <li>• Discuss new research directions opportunities for force-based manipulations</li> <li>• Promote collaborations among mechanosensation neuroscientists, manual therapists, physiologists, mathematicians, and engineers to advance cutting-edge research related to force-based manipulation</li> <li>• Develop and encourage the use of common language and terminology.</li> </ul>



## Faculty/Staff Development Schedule 2019-2020

		<ul style="list-style-type: none"> <li>The workshop is targeted to basic and mechanistic researchers and clinician scientists in fields related to force-based manipulations and mechanosensation.</li> </ul> <p>Agenda  <b>Title:</b> Neurocircuitry of Force-Based Manipulations</p> <p>Tuesday, September 17</p> <p>9:00 a.m.  <b>Opening remarks: Helene Langevin, M.D. (NCCIH Director)</b></p> <p>9:10 a.m.  <b>Workshop charge: Ellen Lumpkin, Ph.D. (Cochair)</b></p> <p>9:20 a.m.  <b>Overview of clinical relevance: Gert Bronfort, D.C., Ph.D. (Cochair)</b></p> <p>9:30 a.m.  <b>Session 1: Define the biomechanical force and mechanoreceptors</b>  Moderator—Jim Gnadt, Ph.D. (NINDS)  Rapporteur—Julie Fritz, Ph.D., P.T., F.A.P.T.A.  (h=human; a=animal)  (a/h) Helene Langevin, M.D.  (a) Stephen Brohawn, Ph.D.  (a) William Reed, D.C., Ph.D.  (h) Julie Fritz, Ph.D., P.T., F.A.P.T.A.  (h) Greg Kawchuk, D.C., Ph.D.</p> <p>11:30 a.m.  <b>Session 2: Peripheral and extraneural sensing of biomechanical force</b>  Moderator—Lyndon Joseph, Ph.D. (NIA)  Rapporteur—Alex Chesler, Ph.D.  (a) Ellen Lumpkin, Ph.D.</p>
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## Faculty/Staff Development Schedule 2019-2020

(a) Mary Barbe, Ph.D., F.A.A.A.

(a/h) Alex Chesler, Ph.D. 2:45 p.m.

### **Session 3: Spinal cord transmission of force sensation**

Moderator—Alison Cernich, Ph.D., A.B.P.P.-Cn. (NICHD/NCMRR)

Rapporteur—Victoria Abairra, Ph.D.

(a) Victoria Abairra, Ph.D.

(a) Beth Winkelstein, Ph.D.

(a) Carl Saab, Ph.D.

### **Wednesday, September 18**

8:30 a.m.

### **Session 4: Central processing and modulation of biomechanical force**

Moderator—Merav Sabri, Ph.D. (NCCIH)

Rapporteur—William Reed, D.C., Ph.D. and Carl Saab, Ph.D.

(h) Fan Wang, Ph.D.

(h) Carl Saab, Ph.D.

(h) Catherine Bushnell, Ph.D.

(h) Laura Case, Ph.D.

(h) Jian Kong, M.D.

(a) William Reed, D.C., Ph.D.

10:45 a.m.

### **Session 5: Technology advances for force-based manipulations (skin, tissue, spinal)**

Moderator—Grace Peng, Ph.D. (NIBIB)

Rapporteur—Medha Pathak, Ph.D.

(a) Victor Barocas, Ph.D.

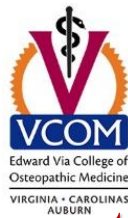
(a/h) Gregory Gerling, Ph.D.

(h) Medha Pathak, Ph.D.

1:30 p.m.

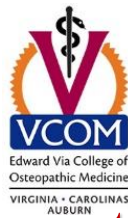
### **Session 6: General discussion and concluding remarks**

Rapporteurs report



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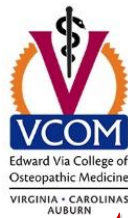
		<p style="text-align: center;">Summary—Ellen Lumpkin, Ph.D., Gert Bronfort, D.C., Ph.D.</p> <p style="text-align: center;"><a href="https://nccih.nih.gov/news/events/neurocircuitry-force-based-manipulations">https://nccih.nih.gov/news/events/neurocircuitry-force-based-manipulations</a></p>
<p>September 27<sup>th</sup></p> <p>12p-1p</p>	<p>Carolinas Campus Seminar Room #332</p> <p>Polycom with VA</p>	<p><b>Suicide: A Permanent Choice (Hope Creating Hope)</b></p> <p>Suicide is a serious global health problem. Over 1 million people die by suicide each year around the world. Suicide is now one of the leading causes of death among young adults. What are the factors that contribute to suicide, i.e., what are the risk factors and warning signs? How can we thwart or delay the suicidal impulse and begin to convert those reasons for dying into reasons for living? Further, we want to utilize prevention strategies to reduce those risk factors and intervene to increase the safety of those with thoughts and plans of suicide. The instillation of hope through connection and relationship is key. We need to hear and explore invitations to talk, ask about thoughts of suicide, hear their story, support turning away from suicide and toward life, develop plans for safety and reinforce those plans.</p> <p><b>Presenter: William (Wally) Scott, Ph.D., Assistant Professor in the Department of Counselor Education; Virginia Polytechnic Institute and State University</b></p>
<p>October 15<sup>th</sup></p> <p>12p-1p</p>	<p>Carolinas Campus Seminar Room #331</p>	<p><b>Advising and Working with Student Organizations</b></p> <p>Do you advise or frequently interact with a student organization on campus? If so, this is the session for you! During this session, we will review the policies and procedures associated with student organizations, explore best practices in advising student groups, go over all forms required for student organization events on and off campus, and review financial responsibilities for student organizations.</p> <p><b>Objectives</b> By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>• gain an understanding of the policies and procedures associated with VCOM student organizations.</li> <li>• gain the knowledge and skills required to effectively advise VCOM student organizations.</li> </ul> <p><b>Presented by: Lindsey Ridgeway, Ph.D</b></p>



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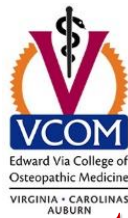
<p>October 22<sup>nd</sup></p> <p>12p-1p</p>	<p>Carolinas Campus Seminar room #331</p>	<p>Learning to Address Bias Towards LGBTQIA+ Students</p> <p>By the end of the session, participants will:</p> <ol style="list-style-type: none"> <li>1) develop an understanding of implicit bias</li> <li>2) discuss challenges facing the LGBTQIA+ community in academic settings</li> <li>3) address implicit bias by practicing inclusive ways to serve students through a series of cases</li> </ol> <p>Presented by: Dr. Rhiannon Leebrick, Assistant Professor of Sociology and Anthropology</p>
<p>November 6<sup>th</sup></p> <p>12p-1p</p>	<p>Carolinas Campus Seminar room #332 Polycom with VA</p>	<p><i>IRB Applications: Follow the Simplified Road Part 2</i></p> <p>This workshop is Part 2 of a 2 part series. At the conclusion of Part 2, participants will be able to recognize the steps to submit new IRB protocol applications and subsequent applications on existing protocols.</p> <p>Objectives for this workshop include:</p> <ol style="list-style-type: none"> <li>1) examining the IRBNet submission process (New Protocols);</li> <li>2) examining the IRBNet submission process for subsequent packages on existing protocols;</li> <li>3) reviewing problem application packages (as time permits).</li> </ol> <p>Presenter: Debbie Geiger, IRB Coordinator, Research Office</p>
<p>November 12<sup>th</sup></p> <p>12p-1p</p>	<p>Carolinas Campus Seminar room #331 &amp; #332</p>	<p>Overview of DynaMed's New Enhancements and Platform Features</p> <p><a href="#">DynaMed®</a>, EBSCO Information Services' (<a href="#">EBSCO</a>) flagship clinical decision support tool, announces product enhancements and new platform features, replacing all prior versions of DynaMed. The new features and functionality are designed to create a customized user experience tailored for today's clinician. DynaMed is designed to facilitate efficient, evidence-based patient care, providing the most current clinical evidence at unprecedented speed.</p> <p>Presenter: EBSCO Representative</p>





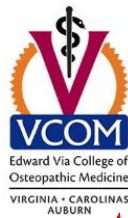
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<p>November 13<sup>th</sup> 12p-1p</p>	<p>Carolinas Campus Seminar room #332 Polycom with VA #135</p>	<p>What Content is Available with VCOM's Subscription to the New England Journal of Medicine Database?</p> <p>The <i>New England Journal of Medicine</i> (NEJM) is a weekly medical journal published by the Massachusetts Medical Society. Published continuously for over 200 years, NEJM delivers high-quality, peer-reviewed research and interactive clinical content to physicians, educators, and the global medical community.</p> <p>Michael Tavares, Regional Director of the Americas/NEJM Group, will give an overview of the <i>New England Journal of Medicine</i>, focusing on the multi-media tools (Videos in Clinical Medicine, Interactive Medical Cases, etc.) as well as NEJM resident 360 and Quick Take Videos.</p> <p>Presenter: Mike Tavares, Regional Director of the Americas, NEJM Group</p>
<p>November 14<sup>th</sup> 9:30a- 11a</p> <p>NBOME/ COMLEX USA Update for OMSII 12:30p- 1:30 (LH2)</p>	<p>Carolinas Campus Seminar Room #331 &amp; #332</p>	<p>On Thursday, November 14, we will host John R. Gimpel, D.O., President and CEO of the National Board of Osteopathic Medical Examiners (NBOME). The presentation will provide updates about NBOME and COMLEX-USA. Following the presentation Dr. Gimpel will be able to answer any questions.</p> <p>Presented by: John R. Gimpel, DO, MEd, FACOFP, FAAFP President and CEO</p> <p>AGENDA 9:30- 11am- Faculty (coffee, yogurt, fruit, juice) 30 minute break 11:30a-12:30p-Meet with the Deans (lunch) 12:30p-1:30p- talk with OMSII in LH2</p>
<p>November 15<sup>th</sup>-17<sup>th</sup></p>	<p>Ballantyne Charlotte, NC</p>	<p>6<sup>th</sup> Annual Research Retreat</p>



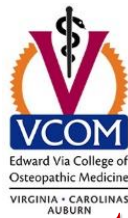
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<p>December 5<sup>th</sup> 12p-1p</p>	<p>Carolinas Campus Seminar Room #331 &amp; #332</p>	<p>Osmosis Overview</p> <p>Osmosis provides a video library platform with over 1,200 videos covering over 3,000 medical concepts along with the right study tools to help students retain, understand, and study more efficiently throughout medical school. The platform includes the following:</p> <ul style="list-style-type: none"><li>➤ Over 1,200 Videos Include:<ul style="list-style-type: none"><li>▪ Comprehensive video coverage of <b>pathology</b></li><li>▪ Comprehensive video coverage of <b>physiology</b></li><li>▪ Growing video coverage of <b>pharmacology</b></li><li>▪ Growing video coverage of <b>clinical reasoning</b></li></ul></li><li>➤ Platform Tools Include:<ul style="list-style-type: none"><li>▪ Study Schedule</li><li>▪ Work Spaces (Allows for collaboration by being able to upload notes, course docs, etc. and access all in one place as well as share information)</li><li>▪ Spaced Repetition (Algorithm that ensures students review key content at optimal times, maximizing retention and recall)</li><li>▪ Custom Flashcard Builder (Allows for students to be able to create their own flashcards based on their notes)</li><li>▪ Study Analytics (provides recommendations for the students based on their performance)</li></ul></li></ul> <p>By the end of the session, participants will:</p> <ol style="list-style-type: none"><li>1) discuss the Osmosis product which was built around evidence-based learning</li><li>2) review a demo of one of the videos offered</li><li>3) gain knowledge of the tools available within the platform</li></ol> <p>Presenter: Owen Willis, COO of Osmosis</p>
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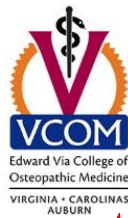
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<p>December 19<sup>th</sup></p> <p>12p-1p</p>	<p>Carolinas Campus Lecture Hall 1</p> <p>Via Zoom with VA # 135</p>	<p>Excel Tips &amp; Tricks</p> <p>This session will include a variety of tips and tricks that will hopefully make your job easier! Such items will include conditional formatting, assorted formulas including VLookup, and many more. <b><u>If you plan to attend and have certain items you would like Kevin to discuss, please email him in advance of the session.</u></b></p> <p>Presenter: Kevin M. Price, MAML, Director of Educational Technology</p>
<p>January 9<sup>th</sup></p> <p>12p-1p</p>	<p>Carolinas Campus Seminar Room #332</p>	<p>Responding to the Opioid Crisis: an Educator's View</p> <p>Opioids have become a leading cause of death in many jurisdictions. The additional health impacts of the opioid crisis are widespread impacting infants to the elderly. Medical schools and medical educators are being called on to respond to this crisis. During this presentation, the impact of the crisis will be described and current educational efforts to address the ongoing crisis will be described. Integrated curricular approaches impacting the longitudinal curriculum will be described.</p> <p>Presented by: <a href="#">Lisa Graves - Western Michigan University Homer Stryker M.D. School Of Medicine</a></p>
<p>January 16<sup>th</sup></p> <p>12p-1p</p>	<p>Carolinas Campus Seminar Room #332</p>	<p>Using Undergraduate Medical Education to Increase the Number of Physicians Prepared to Prescribe Medication Assisted Treatment</p> <p>In this webinar, the impact and etiology of opioid use disorder nationally will be briefly discussed. The webinar will then shift to the strategy used by one medical school to integrate curriculum focused on opioid use disorder longitudinally and substantially into its curriculum will be explored. Finally, strategies for enabling curriculum to count in lieu of DATA waiver training will be discussed and how these strategies can ideally increase the number of physicians prescribing medication assisted treatment (locally and nationally).</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe briefly the extent of opioid overdose epidemic on the US population.</li> <li>• Analyze one implemented undergraduate curriculum model used to combat the opioid epidemic.</li> </ul>



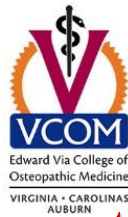
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		<ul style="list-style-type: none"> <li>Describe the pathway for a UME curriculum to fulfill the educational requirements for physicians under the Drug Addiction and Treatment Act.</li> </ul> <p>Presented by: <a href="#">Paul George - Brown University</a></p>
<p>January 23rd</p> <p>12p-1p</p>	<p>Carolinas Campus Seminar Room #332</p>	<p>Methods for Incorporating Opioid Education into Health Professions Curricula</p> <p>This session will describe ways in which opioid abuse education has been hardwired into curricula at Lincoln Memorial University (Harrogate and Knoxville, TN) using interprofessional education as a framework through the use of technology, community involvement and interinstitutional relationships.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>TN overview of the opioid epidemic</li> <li>Describe two methods for incorporating IPE into opioid education in health professions curricula             <ul style="list-style-type: none"> <li>Opioid Symposium</li> <li>Vehicular Collison Video (Team Based Learning)</li> </ul> </li> <li>Share outcomes data associated with required content</li> </ul> <p>Presented by: <a href="#">Sherry Jimenez - Lincoln Memorial University - DeBusk College of Osteopathic Medicine</a>  <a href="#">Jeremy Buchanan - Lincoln Memorial University DeBusk College of Osteopathic Medicine</a></p>
<p>January 29th</p> <p>4p-5p</p>	<p>Carolinas Campus Seminar Room #331</p>	<p>Interpreting Study Results: How Biased Am I?</p> <p>Writing up the results and conclusions of your research can often be the most challenging part of a research project. In Part IV of the AOGME Scholarship and Research Webinar Series, presented by experts Dr. Suporn Sukpraprut-Braaten and Dr. Mark Speicher, participants will explore biases in study design and strategies to construct the results from a study. This session will examine the limitations inherent in study designs and how these impact the conclusions from the study.</p> <p>Webinar participants will:</p> <ul style="list-style-type: none"> <li>Learn the construction of results and conclusion sections of posters and research papers</li> <li>Understand the biases of common study designs and how these biases can be mitigated</li> </ul>



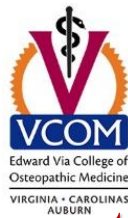
## Faculty/Staff Development Schedule 2019-2020

		<ul style="list-style-type: none"> <li>• Learn how to design studies that are less likely to be biased</li> <li>• Analyze the impact of bias on the conclusions you draw from a study</li> </ul> <p>Speakers:</p> <p>Mark R. Speicher, PhD, MHA Senior Vice President for Medical Education and Research @American Association of Colleges of Osteopathic Medicine (AACOM)</p> <p>Suporn Sukpraprut-Braaten, MSc, MA, PhD Graduate Medical Education Director of Research @Unity Health</p>
<p>January 30th</p> <p>12p-1p</p>	<p>Carolinas Campus Seminar Room #332</p>	<p><b>Informing Pain Management Curriculum: A Multidisciplinary Discussion on Alternatives to Opioids</b></p> <p><b>Spinal Manipulation and Opioids: Navigating the Current Treatment Landscape</b> With the current opioid crisis, it is crucial to find alternative means for managing chronic pain. This session will explore the role of spinal manipulation used alone and with other types of active patient care to serve as one possible solution to the opioid dilemma.</p> <p>Objectives</p> <ul style="list-style-type: none"> <li>• Describe the evidence for low back pain management from the current medical and CAM literature</li> <li>• Provide examples of interdisciplinary educational opportunities around pain management</li> </ul> <p><b>Reduce or Eliminate the Need for Opioids by Instituting Scientific Integrative Medicine as First-line Care</b> In this talk, Dr. Robinson presents her 10-step program that better educates healthcare providers about ways to assess and treat pain, to practice better medicine, lessen burnout, and offer meaningful and effective integrative medical approaches based on science and evidence.</p> <p>Objectives</p> <ul style="list-style-type: none"> <li>• Describe factors that contribute to the prescription opioid epidemic</li> </ul>



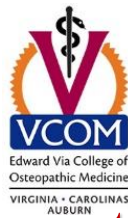
## Faculty/Staff Development Schedule 2019-2020

		<ul style="list-style-type: none"> <li>• Consider the value of nonpharmacologic strategies in reducing opioid reliance</li> <li>• Illustrate how integrative medicine is introduced into a professional medical or veterinary curriculum with horizontal and vertical integration.</li> </ul> <p>Presented by: <a href="#">Narda Robinson - CURACORE VET and CURACORE MED</a>  <a href="#">Suzanne Lady - University of Western States</a></p>
February 6th  12p-1p	Carolinas Campus Seminar Room #332	<p>Medical Students and Substance Use: Challenges and Supports</p> <p>Multiple sources have documented the level of medical student substance use, including marijuana and opioids. Challenges for medical schools in states where marijuana has been legalized will be discussed and approaches to dealing with potentially lethal medical student opioid use.</p> <p>In this session participates will:</p> <ul style="list-style-type: none"> <li>• Learn about marijuana metabolism and effects</li> <li>• Review marijuana laws</li> <li>• Discuss marijuana use in medical trainees</li> </ul> <p>Presented by: <a href="#">Lee Jones - Clinical Professor; Associate Dean for Students</a></p>
February 20 <sup>th</sup>  12p-1p	Carolinas Campus Seminar Room #331 & #332 Zoom-VA	<p><i>Conducting Education Research for the Medical Field</i></p> <p>Near-universal access to computing technology combined with advances in educational software are driving major changes in education at all levels. One result is that STEM-related federal funding agencies and discipline-based professional societies in many fields now recognize education as a first-class area of research. Dr. Shaffer will present the basic structure of an education research project, including data collection that might need to be done well before submitting a funding proposal.</p> <p>Participates will:</p> <ul style="list-style-type: none"> <li>• learn the collective expertise that funding reviewers are typically looking for in the project team</li> <li>• understand the particular strengths that researchers in the medical field can bring to such projects</li> </ul>



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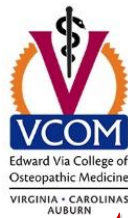
		<ul style="list-style-type: none"> <li>• be presented some lessons learned from his experiences with conducting research in education pedagogy and technology</li> </ul> <p>Presenter: Clifford A. Shaffer, PhD, Professor and Associate Department Head in the Department of Computer Science at Virginia Tech</p>
March 3 <sup>rd</sup> 1p-4p	Carolinas Campus Seminar Room #331	<p><b>Writing Letters of Recommendation Workshop</b></p> <p>Have you ever been asked to write a letter of recommendation (LOR) for a student or peer? Have you had any training on writing LORs? This hands-on workshop will prepare you to write a meaningful and accurate LOR.</p> <p>By the end of the session, the participant will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the key elements of a well-written letter of recommendation</li> <li>2. Recognize phrases that influence perception of the candidate positively and negatively</li> <li>3. Develop a framework for writing a letter of recommendation</li> </ol>
March 5 <sup>th</sup> 12p-1p	Carolinas Campus Seminar Room #331	<p><b>IAMSE-The Third Pillar of Medical Education: Health Systems Science</b></p> <p>In this introductory session, the core twelve domains of health systems science (HSS) will be defined and the historical evolution of HSS that has resulted in the development and implementation of HSS into medical education will be described. The necessary characteristics of health systems and providers that are grounded in HSS tenets will be discussed. This session will set the stage for the remainder of the series, which will more particularly address incorporation of HSS into undergraduate and graduate medical education, culminating in a final session describing challenges that have been faced.</p> <p>Presented by Jed Gonzalo and Ami DeWaters</p>



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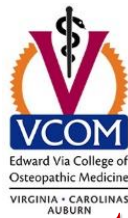
<p>March 10<sup>th</sup></p> <p>11:30a-12:30p</p>	<p>Carolinas Campus Seminar Room #331</p>	<p>SOAP and Match Process Review for Faculty</p> <p>Join in for a meeting and discussion about the Supplemental Offer and Acceptance Program (SOAP). Anyone who is interested in learning more about the process for students who do not match should attend.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Know the activities and steps of the match week days</li> <li>• Review the differences between the 'old' AOA Scramble and the NRMP Supplemental Offer and Acceptance Program (SOAP)</li> <li>• Understand the role of the Chair or faculty member in the Match and how to prepare for the unmatched students</li> <li>• Be prepared for the emotional support needed for the 'unmatched' student</li> </ul> <p>Presented by Dr. Jeff Cashman, MS, DO, Associate Dean for OMS-4 and Graduate Medical Education</p>
<p>March 12<sup>th</sup></p> <p>12p-1p</p>	<p>Carolinas Campus Seminar Room #332</p>	<p>IAMSE-Health Systems Science: The Pre-Clinical Years in Medical School</p> <p>The US health care system is failing many patients and clinicians today. Medical education must be a part of the solution, as all future physicians need the knowledge and skills to lead and participate in innovations to improve outcomes. This webinar describes a unique partnership between undergraduate medical education and an academic health system that allows early medical students to learn health systems improvement by contributing to real-time efforts. It features medical educators and health systems leaders as well as inspirational stories of student learning and project impact.</p> <p>Presented by Anna Chang, Edgar Pierluissi and Adrienne Green</p>
<p>March 17<sup>th</sup></p> <p>12pm -1pm</p>	<p>Carolinas Campus Room #331</p>	<p>History of Osteopathic Medicine</p> <p>Gain a greater understanding of the history, philosophy, and practice of osteopathic manipulative medicine. <b>New faculty and staff are strongly encouraged to attend.</b></p>





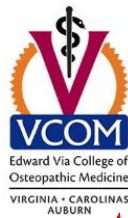
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		Presented by Dr. Timothy Kowalski, Dean Carolinas Campus
March 19 <sup>th</sup> 12p-1p	Carolinas Campus Seminar Room #332 Zoom- VA- #135	<p>Email Security</p> <p>This faculty/staff development session will provide tips for identifying potentially fraudulent emails, and best practices associated with them. Examples of recent emails will be examined, and the IT staff will also educate faculty/staff on the ongoing measures that are taken to protect the college from security threats; including the use of encryption.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Become familiar with oddities that are routinely found in fraudulent email</li> <li>• Understand who to contact and how to properly handle fraudulent email</li> <li>• Remember that if an email seems suspicious, it probably is!</li> </ul> <p>Presenters: VCOM Virginia IT Department</p>
March 19 <sup>th</sup> 12p-1p	Carolinas Campus Seminar Room #331	<p>IAMSE-Health Systems Science: The Clinical Years (and transition) in Medical School</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To explore the ways in which HSS can be integrated into clinical clerkships</li> <li>2. To identify the use of HSS within clerkship evaluations</li> <li>3. To describe how HSS can be employed in post-clerkship electives and pathways</li> <li>4. To identify the evolution and importance of boot camps and the systems skills in US medical education</li> <li>5. To highlight the relevance of HSS in the residency application process and on interviews</li> </ol> <p>Presented by Maya Hammoud and Mamta Singh</p>



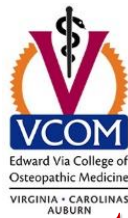
## Faculty/Staff Development Schedule 2019-2020

<p>March 20<sup>th</sup></p> <p>12p-1p</p>	<p>1p-2p</p>	<p>How to Navigate Difficult Conversations with Students</p> <p><b>Overview</b></p> <p>It is a guarantee that every faculty or staff member who works with students in an academic capacity will end up having to have a difficult student conversation at some point. Whether the topic is medical school requirements, and the related need to pick a new major, plagiarism, impending academic dismissal or how to manage academic responsibilities when the student’s parent is dying of cancer, having the necessary skills to manage that conversation with the proper blend of authority and grace, are of paramount importance. When we first begin work at a new institution, we typically receive training related to school-specific policies, requirements and culture. Given that most people don’t willingly engage in difficult or confrontational discussions, given that our work requires heavy interpersonal communication, that we don’t tend to receive related training and support is unfortunate. However, it’s never too late.</p> <p>This webinar is designed to assist faculty advisors/mentors and advising, student success and student service staff and administrators at the post-secondary level. The presenter draws on more than 15 years of experience as a college administrator to discuss the following areas: interpersonal communication during challenging moments, the ability to maintain a calm disposition under stress, and how to avoid common pitfalls when navigating difficult student situations.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Common pitfalls that arise when having a difficult student discussion</li> <li>• Practical tips to minimize difficulty on both sides in such discussions</li> <li>• Overview of how to diffuse a difficult situation that feels dangerous</li> <li>• Safety protocols to implement in any university setting</li> <li>• How to handle a situation where someone threatens self-harm</li> <li>• How to handle difficult conversations with parents</li> <li>• Related recommendations based on actual cases</li> <li>• Possible cases include: Explaining to an irate student and parent why the university cannot grant the student’s policy exception request, telling a student that she is no longer qualified to remain in her</li> </ul>
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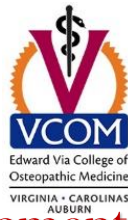
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		<p>major due to her poor academic performance, upholding a student's dismissal from the university, and working with someone who threatens self-harm in order to achieve an academic outcome</p>
<p>March 26th 12p-1p</p>	<p>Carolinas Campus Seminar Room #332 Zoom- VA-#135</p>	<p><b>Caring for the Immigrant and Refugee Patient: How to improve the experience for them (and you)</b></p> <p>Caring for immigrant and refugee patients can be challenging. Language and cultural barriers are just the tip of the iceberg. This troubleshooting session will attempt to help identify where we often go wrong in caring for this subset of our population and improve the experience for both our patients and ourselves.</p> <p>The session's learning objectives include:</p> <ul style="list-style-type: none"> <li>✓ recognizing obstacles in caring for immigrant and refugee populations;</li> <li>✓ finding available resources for immigrant and refugee care;</li> <li>✓ developing strategies for troubleshooting obstacles to competent care;</li> <li>✓ acknowledging bias;</li> <li>✓ embracing cultural competency.</li> </ul> <p>Presented by: <b>Brian Dickens, DO, Chair, Department of Family Medicine-VCOM-VA</b></p>
<p>March 26th</p>	<p>Carolinas Campus Seminar Room #331</p>	<p><b>IAMSE-Preparing Faculty to Teach HSS in the Clinical Learning Environment</b></p>



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12p-1p		<p>In prior sessions of this series, participants learned about the development of the HSS and its critical role to student learning in modern healthcare as well as opportunities for implementing HSS into medical school curricula. In this session, participant learning will focus on varied roles faculty can play in enhancing (or hindering) student learning of HSS in the pre-clinical and clinical environment. The importance of faculty understanding and engagement in health systems priorities with the goal of achieving mutual benefit will be discussed.</p> <p>Presented by Luan Lawson and Kelly Caverzagie</p>
April 2nd 12p-1p	Carolinas Campus Seminar Room #332	<p><b>IAMSE-The Broccoli of US Medical Education: Key Health Systems Science Challenges</b></p> <p>U.S. Medical Schools are significantly changing curricula to meet the evolving needs of health systems by incorporating more Health Systems Science into their programs. Although much progress has been made over the past several years, significant challenges remain. The successful implementation of HSS is challenging due to the need for new curricula, novel assessments and evaluations within the workplace, the development of educators, resource allocation, and the receptivity and engagement by students and faculty in this learning agenda. In this session, the facilitators will articulate several of the key challenges facing Health Systems Science education, and suggest strategies to address these challenges. To fulfill the obligation of preparing the next generation of systems-ready physicians, the medical education community must develop a shared understanding of these challenges to catalyze change.</p> <p>Presented by Jed Gonzalo and Stephanie Starr</p>
April 7 <sup>th</sup> 12p-1p	Carolinas Campus Seminar Room #332 Zoom- AU	<p><b>Statistical Collaboration and Consulting Here at VCOM</b></p> <p>The participants will:</p> <ul style="list-style-type: none"> <li>• Learn who to contact for statistical questions</li> <li>• Understand what forms to complete</li> <li>• Know what kind of assistance and collaborative work is offered</li> </ul> <p>Presented by: Ning Cheng, MS, Biostatistician and Assistant Professor</p>



# Faculty/Staff Development Schedule 2019-2020

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