

Dean Nancy E. Dunlap and Susan M. Pollart invite you to participate in the

**University of Virginia School of Medicine
2014-2015 Faculty Leadership Program (FLP)**

***Awarded the AAMC's
2007 Women in Medicine Leadership Development Award***

PRELIMINARY SCHEDULE

Getting Started: Programs for New Faculty

<p><u>Tuesday, July 1, 2014</u> <u>Friday, August 1, 2014</u> 8:00 a.m.-4:00 p.m. University Physicians Group 3rd Floor, van Beek Boardroom</p>	<p><i>UVa Physicians New Clinical Faculty Orientation</i> Christine Rudge, Director, Human Resources UVa Physicians Group This mandatory, all-day session for new clinical faculty will include introductions and how to thrive in an academic environment, compliance and documentation, coding and billing, UPG and UVa payroll and benefits, the MetLife "BEST" Plan Review, as well as other topics.</p>
<p><u>Monday, August 18, 2014 –</u> <u>Wednesday, August 20, 2014</u> Times: Day 1: 11:00 a.m. – 1:30 p.m. Day 2: 8:30 a.m. – 4:00 p.m. Day 3: 8:30 a.m. – 2:00 p.m. Location: Alumni Hall</p>	<p><i>Getting Started at UVa: New Faculty Welcome and Orientation</i> Coordinated by the Office of the Provost, this annual event is designed to provide practical, concrete information that is useful within the first semester and that is applicable in various disciplines and for faculty at various career stages; connect faculty with useful resources as a part of long-term professional development; build cross-departmental community and connection to the institution; encourage a healthy work-life balance; excite new faculty about teaching at UVa.; build their confidence; convey a sense that teaching is a scholarly activity; and introduce participants to research-based pedagogy. The orientation concludes with a reception, the President's Welcome at Carr's Hill, from 4:30 p.m.-6:00 p.m. on Wednesday, August 20. To register and for more information, visit: http://provost.virginia.edu/new-faculty-orientation</p>
<p><u>Wednesday, September 17, 2014</u> 7:30 a.m.-1:00 p.m. The Colonnade Club, Solarium</p>	<p><i>New Faculty Orientation (5.5 CME credits)</i> Susan M. Pollart, MD, MS, Ruth E. Murdaugh Professor of Family Medicine and Senior Associate Dean for Faculty Affairs and Faculty Development, and others. This day is an opportunity for new faculty to meet other new faculty, meet with resources from throughout the School of Medicine during lunch, and explore the P&T process with others recently promoted in their track. The day will begin with breakfast and introductions by chairs and conclude with the Fall State of the School Address at which Dean Dunlap will announce annual faculty awards.</p>
<p><u>Wednesday, September 17, 2014</u> 5:00 p.m.-7:00 p.m. Auditorium, Claude Moore Medical Education Building</p>	<p><i>Fall Faculty Meeting/State of the School Address with the Dean</i> 5:00 p.m. General Faculty Meeting, Auditorium, Claude Moore Medical Education Building 6:00 p.m. Reception in Honor of Awardees and New Faculty, Claude Moore Medical Education Building</p>
<p><u>Thursday, October 2, 2014</u> 5:00 p.m.–6:00 p.m. Location, TBD</p>	<p><i>Your Curriculum Vitae (1 CME credit)</i> Robert K. Nakamoto, PhD, School of Medicine Coordinator of Academic Achievement The SOM requires a specific format for the CV for faculty going up for promotion and/or tenure. Bring your CV and learn what changes you need to make to be ready for P&T.</p>
<p><u>Friday, January 16, 2015</u> 12:00 noon-1:30 p.m. Location TBD</p>	<p><i>Conducting Research at our Institution: A Discussion with our Senior Associate Dean for Research (1.5 CME credits)</i> Margaret A. Shupnik, PhD, Senior Associate Dean for Research Come learn more about current research efforts at UVa. During this session, Dr. Shupnik will discuss new and upcoming programs for research and research support, will solicit feedback regarding participants' experiences with initiating their research programs, and will answer participants' questions about research at UVa. Lunch will be provided compliments of the Medical Alumni Association.</p>

<p><u>Friday, January 23, 2015</u> 12:00 noon-1:30 p.m. Location TBD</p>	<p><i>Connecting with Graduate Students in the Basic Sciences (1.5 CME credits)</i> Amy H. Bouton, PhD, Associate Dean of Graduate and Medical Scientist Programs and Professor of Microbiology, Immunology, and Cancer Biology This session will present ways for faculty to talk to prospective graduate students about joining the BIMS program and about joining their lab, with a specific focus on: tips for speaking to prospective UVA BIMS students, tips for speaking to current students who are thinking about doing rotation in your lab, and how to navigate inviting a BIMS student to join your lab. Lunch will be provided compliments of the Medical Alumni Association.</p>
<p><u>Friday, February 20, 2015</u> 12:00 noon-1:30 p.m. Location TBD</p>	<p><i>Authorship, Plagiarism, and Fabrication of Data (1.5 CME credits)</i> Steven S. Wasserman, PhD, MEd, Assistant Dean for Research and Donna T. Chen, MD, MPH, Associate Professor of Public Health Sciences The common practice of “cutting and pasting” has made it dangerously simple for authors to unintentionally take credit for words and ideas that are not original. The emphasis on scholarly collaboration has at times lead to confusion regarding what level of work and thought are sufficiently significant to merit authorship. The well-meaning but relative ease of figure manipulation, coupled with poor management of laboratory records, can result in unintended falsification of data—easily found as more and more journals use new software to search for manipulated images and suspect data. These issues put both individual researchers and the School of Medicine/University at risk. This session will focus on how to avoid problems through proper data management and list resources when questions arise. Presenters will use examples of missteps in these areas committed by our own institution’s faculty, residents, and graduate students. Lunch will be provided compliments of the Medical Alumni Association.</p>
<p><u>Friday, March 13, 2015</u> 12:00 noon-1:30 p.m. Location TBD</p>	<p><i>Disclosure, Conflict of Interest, Conflict of Commitment, and Ethical Partnerships with Industry (1.5 CME credits)</i> Steven S. Wasserman, PhD, MEd, Assistant Dean for Research and Stewart P. Craig, MS, Assistant Dean for Research Administration and Director, Office of Grants and Contracts. In this session, presenters will review the University of Virginia/School of Medicine policies on disclosure and conflict of interest/conflict of commitment and will review standards required for partnerships with industry. Participants will have an opportunity to discuss potential ethical dilemmas. Lunch will be provided compliments of the Medical Alumni Association.</p>
<p><u>Thursday, March 26, 2015</u> 4:00 p.m.–6:00 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>P&T for Junior and New Faculty (2 CME credits)</i> Robert K. Nakamoto, PhD, School of Medicine Coordinator of Academic Achievement This interactive session is an opportunity for junior and new faculty to learn more about the promotion and tenure process (the rules, the timeline, and the portfolio). Following completion of this session, participants will be able to list resources available to assist in navigating the promotions and tenure process and requirements; describe the components and timeline of the P&T Cycle; and explain the items that should be included in the P&T portfolio.</p>
<p><u>Friday, April 10, 2015</u> 12:00 noon-1:30 p.m. Location TBD</p>	<p><i>Beginning with the End in Mind: Understanding What Each Teacher Contributes to Better Prepare Graduates (1.5 CME credits)</i> Casey B. White, PhD, Associate Dean for Medical Education, Research, and Instruction In this session, participants will examine various means of improving your teaching outcomes. Following this session, participants will be able to: describe the elements of self-directed learning and the evidence that connects it to academic achievement; write objectives related to self-directed learning and select learning approaches/methods that foster self-regulated and adult learning; and provide feedback and assess progress on mastery of self-directed learning objectives. Lunch will be provided compliments of the Medical Alumni Association.</p>
<p><u>Friday, May 8, 2015</u> 12:00 noon-1:30 p.m. Location TBD</p>	<p><i>Preparing for Your Annual Review: What will I tell my Chair I did this year? (1.5 CME credits)</i> Presenters TBD The University of Virginia policy mandates an annual performance review for all faculty. This session will describe the importance of the annual review, review the essential elements, and list available resources. Lunch will be provided compliments of the Medical Alumni Association.</p>

Leadership in Humanistic Medicine

<p><u>Mondays, April 14- May 12, 2014</u> 7:00 a.m.-9:00 a.m. Room 5382 Barringer Hall</p>	<p>A Five-Part Series <i>Creative and Reflective Writing (10 CME credits) TENTATIVE</i> Daniel M. Becker, MD, MPH, MFA, Tussi and John Kluge Professor and Director, Center for Biomedical Ethics and Humanities; Sharon L. Hostler, MD, Senior Associate Dean and Vice Provost for Faculty Development; David B. Morris, PhD, Professor Emeritus, Department of English; and Robert C. Reiser, MD, Associate Professor of Emergency Medicine To paraphrase Robert Frost, writing helps us learn what we didn't know we knew. During this five-week creative and reflective writing program, participants will be expected to share writing in any style or form. The course faculty will "referee" the sessions and also be available to comment on revisions. This course is intended for anyone with an interest in creative written expression, regardless of genre. Participants will explore the use of writing as a means of appreciating the tragedy and comedy of clinical practice and teaching; learn how to be better critics of their writing; use in-class writing assignments to cure writer's block; learn to pay close attention to emails, letters, clinic notes, hallway conversations, and other occasions when language surprises and instructs. Limited to 15 participants.</p>
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Thriving in Academic Medicine

<p><u>Thursday, November 6, 2014</u> 4:00 p.m.-6:00 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Preparing Teaching Portfolios for Evaluation and Promotion (2 CME credits)</i> William G. Wilson, MD, Academy of Distinguished Educators Membership Subcommittee This workshop will describe the preparation of the teaching portfolio for P&T purposes as well as for use in applying for admission to the Academy of Distinguished Educators. Participants will have an opportunity to review sample teaching portfolios and begin preparing their own portfolios.</p>
<p><u>February 2015 (date TBD)</u> 4:00 p.m.-6:00 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Preparing Teaching Portfolios for Evaluation and Promotion (2 CME credits)</i> William G. Wilson, MD, Academy of Distinguished Educators Membership Subcommittee This workshop will describe the preparation of the teaching portfolio for P&T purposes as well as for use in applying for admission to the Academy of Distinguished Educators. Participants will have an opportunity to review sample teaching portfolios and begin preparing their own portfolios.</p>
<p><u>Thursday, May 7, 2015</u> 4:00 p.m.–6:00 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>P&T Candidates: Polishing the Portfolio (2 CME credits)</i> Mark D. Okusa, MD, Vice Chair, SOM Promotion & Tenure Committee This interactive session is an opportunity for identified candidates for promotion and/or tenure to review the elements required for the portfolio and to ask questions about their individual portfolios. Following the session, participants will be able to list resources available to assist with preparing for the promotions and tenure process; to describe elements of the P&T timeline; and to define how to format a CV for P&T purposes and how to develop a P&T portfolio.</p>
<p><u>Thursday, June 4, 2015</u> 7:00 a.m.–9:00 a.m. Location TBD</p>	<p><i>P&T Candidates: Polishing the Portfolio (2 CME credits)</i> Robert K. Nakamoto, PhD, Chair, SOM Promotion & Tenure Committee This interactive session is an opportunity for identified candidates for promotion and/or tenure to review the elements required for the portfolio and to ask questions about their individual portfolios. Following the session, participants will be able to list resources available to assist with preparing for the promotions and tenure process; to describe elements of the P&T timeline; and to define how to format a CV for P&T purposes and how to develop a P&T portfolio. A light continental breakfast will be provided.</p>

Faculty Wellness

<p><u>Tuesdays, September 13, 2014- November 11, 2014</u> 6:30 p.m.-9:00 p.m. Room 5060 McLeod Hall</p>	<p>An Eight-Part Series: <i>Mindfulness for the Healthcare Provider (20 CME credits)</i> John B. Schorling, MD, MPH, Harry T. Peters, Sr. Professor of Medicine and Public Health Sciences and Matthew Goodman, MD, Associate Professor of Medicine</p> <p>NOTE: Registration fee is \$425 (UVA Education Benefit can be used for this program) and is open to members of the Charlottesville community; to register, call 924-1190 or visit the website: www.uvamindfulnesscenter.org</p> <p>Developed by Dr. Jon Kabat-Zinn, MBSR is the core program of the Mindfulness Center. MBSR classes include instruction in mindfulness meditation, mindful movement, and other mindfulness practices. This mindfulness program includes these elements and has been adapted specifically for healthcare professionals. The course can offer benefits in multiple areas, including: reduced stress and increased well-being; improved balance between work and personal life; and better communication with patients and others. In addition, familiarity with the practice of mindfulness allows healthcare professionals to determine suitability of mindfulness programs for patients.</p>
<p><u>Thursday, January 29, 2015</u> 3:00 p.m.-4:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Wired for Happiness (1.5 CME credits)</i> Presented by Mary B. Sherman, LCSW, CEAP, Faculty and Employee Assistance Program Consultant</p> <p>This fun, engaging presentation shares exciting discoveries happening in the fields of positive psychology and neuroscience. Learn about innovative strategies researchers are uncovering that can allow us to increase our level of happiness in under one minute a day. If that were not enough of a benefit, the strategies also increase productivity as well.</p>
<p><u>Tuesdays, April – May, 2015 (dates TBD)</u> 6:30 p.m.-9:00 p.m. Room 5060 McLeod Hall</p>	<p>An Eight-Part Series: <i>Mindfulness for the Healthcare Provider (20 CME credits)</i> John B. Schorling, MD, MPH, Harry T. Peters, Sr. Professor of Medicine and Public Health Sciences and Matthew Goodman, MD, Associate Professor of Medicine</p> <p>NOTE: Registration fee is \$425 (UVA Education Benefit can be used for this program) and is open to members of the Charlottesville community; to register, call 924-1190 or visit the website: www.uvamindfulnesscenter.org</p> <p>Developed by Dr. Jon Kabat-Zinn, MBSR is the core program of the Mindfulness Center. MBSR classes include instruction in mindfulness meditation, mindful movement, and other mindfulness practices. This mindfulness program includes these elements and has been adapted specifically for healthcare professionals. The course can offer benefits in multiple areas, including: reduced stress and increased well-being; improved balance between work and personal life; and better communication with patients and others. In addition, familiarity with the practice of mindfulness allows healthcare professionals to determine suitability of mindfulness programs for patients.</p>

Next Generation Curriculum: Teacher Development

Excellence in Medical Education: Faculty Development Certificate Program

This series is presented in collaboration with the Academy of Distinguished Educators

Faculty who attend 10 workshops over a two-year period will receive a ***Certificate of Commitment to Faculty Development in Medical Education***. The certificate can be included as part of the Teaching Portfolio, which in turn can be used for purposes of application for membership to the Academy of Distinguished Educators and/or as part of the portfolio for promotion and tenure.

<p><u>Tuesday, September 2, 2014</u> 4:00 p.m.-5:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Setting Expectations for Learners: Writing Good Learning Objectives (1.5 CME credits)</i> Casey B. White, PhD, Associate Dean for Medical Education, Research, and Instruction</p> <p>This session will help faculty write good objectives for their course/module. Following this workshop, participants will be able to identify high-quality objectives i.e., those that provide specific information to students about intentions and expectations that include the four elements of effective objectives (audience, behavior, condition, degree); write effective learning objectives in the domains of knowledge, skills, and attitude; and evaluate and critique learning objectives written by others.</p>
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<p><u>Tuesday, October 7, 2014</u> 4:00 p.m.-5:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Developing Learning Activities in Ethics (1.5 CME credits)</i> Donna T. Chen, MD, MPH, Associate Professor of Public Health Sciences Course description and learning objectives TBD.</p>
<p><u>Tuesday, November 4, 2014</u> 4:00 p.m.-5:30 p.m. Location TBD</p>	<p><i>Team-Based Learning (1.5 CME credits)</i> Mary Kate Worden, PhD, Associate Professor of Medical Education Support Team-based learning (TBL) is an active learning method involving preparation outside the classroom for higher-order activities and collaborative learning in the classroom. Following this session, participants will be able to explain the key components of a successful TBL module, outline how they would construct a TBL module from a set of objectives, describe how they might convert a course/lecture they already teach into a TBL module, and illustrate how to transform a small group into a productive learning team.</p>
<p><u>Tuesday, December 2, 2014</u> 4:00 p.m.-5:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>The Struggling Learner (1.5 CME credits)</i> Casey B. White, PhD, Associate Dean for Medical Education, Research, and Instruction Even experienced faculty and administrators can be challenged by learners who have met or exceeded criteria for admission, but then begin to struggle. This workshop is designed to foster a discussion about diagnosing particular problems that interfere with meeting objectives, how to think about providing relevant and effective assistance, and, if needed, ending the learner's enrollment in the program. Following this session, participants will be able to identify problems that are within his/her knowledge and skillset to address directly, and when problems indicate external skills/testing are needed; describe specific steps to take in isolating and diagnosing a problem; and formulate a specific plan of action to address problems.</p>
<p><u>Tuesday, January 6, 2015</u> 4:00 p.m.-5:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Clinical Teaching "on the Fly": A Microskills Framework (1.5 CME credits)</i> Andrew M. Wolf, MD, Associate Professor of Medicine and Research Assistant Professor of Health Evaluation Sciences Teaching in the clinical setting often occurs "on the fly," and so opportunities for effective teaching and can be lost. However, there are methods clinical teachers can use – especially when pressed for time– to engage students and residents in their learning and also to provide critically important feedback. Following this workshop, participants will be able to recognize opportunities for "teaching on the fly," employ specific strategies to enhance clinical teaching when time is significantly limited, and utilize these strategies to provide effective feedback to learners.</p>
<p><u>Tuesday, February 3, 2015</u> 4:00 p.m.-5:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Effective Mentoring Relationships (1.5 CME credits)</i> Sean Reed, MD, Assistant Professor of Family Medicine What distinguishes an outstanding mentor from others? This workshop will focus on specific characteristics of particularly effective mentoring and the outcomes/benefits such interactions can achieve. Effective mentoring is not easy but it is vital and can be extremely rewarding to both individuals. In this interactive session, participants will be asked to share their experiences. Following this session, participants will be able to list characteristics of effective mentoring, distinguish between effective and ineffective mentoring approaches and relationships, and develop effective solutions for problems that might arise between mentors and mentees.</p>
<p><u>Tuesday, March 3, 2015</u> 4:00 p.m.-5:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Searching the Medical Education Literature (1.5 CME credits)</i> Karen V. Knight, MSLS, Health Sciences Library This workshop will review several databases (MEDLINE, ERIC, PsycInfo) to conduct their own research into the medical education literature, either for classroom application or research). Following this session, participants will be able to search appropriate databases and list resources within the Health Sciences Library if they have questions.</p>
<p><u>Tuesday, April 7, 2015</u> 4:00 p.m.-5:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>The Hidden Curriculum Revisited (1.5 CME credits)</i> Casey B. White, PhD, Associate Dean for Medical Education, Research, and Instruction Course description and learning objectives TBD.</p>

<p>Monday, May 4, 2015 4:00 p.m.-5:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p>Maximizing Small Group Teaching and Asking Effective Questions (1.5 CME credits) John B. Schorling, MD, MPH, Harry T. Peters, Sr. Professor of Medicine and Public Health Sciences Small groups lend themselves to increased engagement among the learners, the instructor, and the content, and are characterized by active participation and contributions by each member of the group. This workshop will address the skills necessary to effectively lead small groups and facilitate small group learning. These skills include asking effective questions that foster discussion and discovery. Following this session, participants will be able to describe the dynamics of small groups, assess the individual needs of group members, and design activities and develop questions that will engage learners to achieve the learning objectives.</p>
<p>Tuesday, June 2, 2015 4:00 p.m.-5:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p>Providing Effective Feedback (1.5 CME credits) Linda A. Waggoner-Fountain, MD, MEd. Associate Professor of Pediatrics Giving effective feedback to learners can greatly enhance achievement of learning objectives and can also help them understand how to manage their learning themselves—a skill they will need for lifelong education. Providing feedback, however, is not always intuitive—there are certain elements that can make the difference between feedback that is helpful and feedback that is not. In this workshop, we will review basic principles of effective feedback. Following this session, participants will be able to describe what feedback is and what it is not, describe how and when to give feedback, develop skills in giving feedback, and recognize the importance of providing feedback.</p>

Next Generation Curriculum Journal Club

<p>Tuesday, September 9, 2014 12:00 noon-1:00 p.m. Rooms 1331/1333 Health Sciences Library</p>	<p>Next Generation Curriculum Journal Club (1 CME credit) Casey B. White, PhD, Associate Dean for Medical Education, Research, and Instruction Journal Article TBD</p>
<p>Tuesday, October 14, 2014 12:00 noon-1:00 p.m. Rooms 1331/1333 Health Sciences Library</p>	<p>Next Generation Curriculum Journal Club (1 CME credit) James R. Martindale PhD, Assistant Professor of Medical Education Support Journal Article TBD</p>
<p>Tuesday, November 11, 2014 12:00 noon-1:00 p.m. Rooms 1331/1333 Health Sciences Library</p>	<p>Next Generation Curriculum Journal Club (1 CME credit) Addeane Caelleigh, PhD, Medical Education Case Writer Journal Article TBD</p>
<p>Tuesday, December 9, 2014 12:00 noon-1:00 p.m. Rooms 1331/1333 Health Sciences Library</p>	<p>Next Generation Curriculum Journal Club (1 CME credit) Mary Kate Worden, PhD Associate Professor of Medical Education Support Journal Article TBD</p>
<p>Tuesday, January 13, 2015 12:00 noon-1:00 p.m. Rooms 1331/1333 Health Sciences Library</p>	<p>Next Generation Curriculum Journal Club (1 CME credit) Daniel J. Luftig, Graduate Student Journal Article TBD</p>
<p>Tuesday, February 10, 2015 12:00 noon-1:00 p.m. Rooms 1331/1333 Health Sciences Library</p>	<p>Next Generation Curriculum Journal Club (1 CME credit) Elizabeth B. Bradley, PhD, MEd, Assistant Professor of Research and Director of Curriculum Evaluation Journal Article TBD</p>
<p>Tuesday, March 10, 2015 12:00 noon-1:00 p.m. Rooms 1331/1333 Health Sciences Library</p>	<p>Next Generation Curriculum Journal Club (1 CME credit) Robert A. Bloodgood, PhD, Professor of Cell Biology Journal Article TBD</p>
<p>Tuesday, April 14, 2015 12:00 noon-1:00 p.m. Rooms 1331/1333 Health Sciences Library</p>	<p>Next Generation Curriculum Journal Club (1 CME credit) Christine Peterson, MD, Associate Professor of Gynecology and Assistant Dean for Student Affairs Journal Article TBD</p>
<p>Tuesday, May 12, 2015 12:00 noon-1:00 p.m. Rooms 1331/1333 Health Sciences Library</p>	<p>Next Generation Curriculum Journal Club (1 CME credit) Anne E. Chapin, Med, Director of the Clinical Skills Center and Assistant Professor of Medical Education Journal Article TBD</p>

<p><u>Tuesday, June 9, 2015</u> 12:00 noon-1:00 p.m. Rooms 1331/1333 Health Sciences Library</p>	<p><i>Next Generation Curriculum Journal Club (1 CME credit)</i> Moderator TBD Journal Article TBD</p>
<p>Research Support</p>	
<p><u>Wednesday, September 10, 2014</u> 1:00 p.m.-2:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Creating Posters with PowerPoint (1.5 CME credits)</i> Andrea Horne Denton, MILS, Health Sciences Library In this introductory, class, learn how to use PowerPoint to create large-scale scientific posters. We will cover poster designs, creating charts, and inserting graphics. Note: some PowerPoint experience preferred. The class will be taught in PowerPoint 2010. Due to classroom size, this session is limited to 14.</p>
<p><u>Friday, September 12, 2014</u> 10:00 a.m.-12:00 noon Tolleson Classroom Health Sciences Library</p>	<p><i>Photoshop for Research Publications (2 CME credits)</i> Jason Bennett, Health Sciences Library This session in Photoshop will provide research- and publication-appropriate examples of standards and requirements for digital image manipulation and refinement. The session will include an overview of common techniques as well as common misconceptions for research-based image submissions to reputable journals and publications. Due to classroom size, this session is limited to 8.</p>
<p><u>Wednesday, September 17, 2014</u> 1:00 p.m.-2:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Apps (medical & productivity, mostly) (1.5 CME credits)</i> Kimberley Barker, MLIS and Megan Nunemaker, MSLS, Health Sciences Library You have your iPad, now what? Customize it for your work needs with mobile versions of many Library resources, as well productivity apps that will enable you to have access to your work products anywhere, anytime. In this 1.5 hour class, you will learn how to install and use mobile versions of Library resources, including UpToDate, First Consult, Micromedex and also learn which productivity apps will enable you to get the most from your iPad. Due to classroom size, this session is limited to 14.</p>
<p><u>Wednesday, September 17, 2014</u> 4:00 p.m.-5:30 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Managing your Citations with RefWorks (1.5 CME credits)</i> Michael K. Wilson, Health Sciences Library RefWorks is a Web-based product designed to help you manage citations. This class will cover exporting references from online databases such as Ovid MEDLINE and PubMed. Class participants will also learn how to use RefWorks to organize citations, add references to a manuscript, and create a formatted bibliography. Due to classroom size, this session is limited to 8.</p>
<p><u>Tuesday, September 23, 2014</u> 9:00 a.m.-10:30 a.m. Carter Classroom Health Sciences Library</p>	<p><i>Introduction to SPSS (1.5 CME credits)</i> Aaron Pannone, MS, Public Health Sciences The course will introduce students to tools needed to utilize SPSS for quantitative data analysis. Instruction will include lecture, discussion, and activity. Topics covered include: getting data into SPSS, labelling data, manipulating variables, limiting the dataset, and computing descriptive statistics. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, September 23, 2014</u> 2:00 p.m.-4:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Introduction to Photoshop (2 CME credits)</i> Jason Bennett, Health Sciences Library This class is a basic introduction to Photoshop for editing and manipulation of images. Due to classroom size, this session is limited to 8.</p>
<p><u>Thursday, September 25, 2014</u> 1:00 p.m.-2:00 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Online Identity (1 CME credit)</i> Kimberley Barker, MLIS, Health Sciences Library In a world in which the details of your life are but a Google search away, actively managing your identity is a crucial 21-century skill. In this session, Kimberley Barker will assist you with taking control of your digital presence through the use of social media, privacy settings, and other tools. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, October 7, 2014</u> 1:00 p.m.-3:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Intermediate Photoshop (2 CME credits)</i> Jason Bennett, Health Sciences Library This course covers intermediate concepts in Photoshop for editing and manipulation of images. Completion of Introduction to Photoshop or equivalent experience is highly recommended. Contact Jason Bennett, jcb2h@virginia.edu, with questions about course content and recommended skills. Due to classroom size, this session is limited to 8.</p>

<p><u>Wednesday, October 8, 2014</u> 11:00 a.m.-12:00 noon Study Room 1335 Health Sciences Library</p>	<p><i>Altmetrics: the movement, the tools, and their implications (1 CME credits)</i> Kimberley Barker, MLIS and Andrea Denton, MILS, Health Sciences Library Measuring scholarly impact has traditionally been tied to the calculation of a scholarly article's number of citations and the Impact Factor of its journal. Today, however, scholarly contributions take many forms: computer code, data sets, blog postings, tweets, practice guidelines and beyond. As the products of research evolve, so will the way in which credit is measured. This class will provide an overview of "altmetrics", the movement to assess influence of both traditional and non-traditional scholarly contributions. We will define altmetrics, discuss why it is important in today's digital scholarly environment, and demonstrate tools available to measure influence. After completing this course, the learner will be able to define altmetrics and compare it to traditional forms of measuring scholarly impact; name examples of scholarly contributions that are alternatives to traditional methods (e.g. datasets, blog postings, tweets, etc.); name examples of alternative means of measuring scholarly contributions (e.g. download counts, tweets about, etc.); discuss why today's online, social environment necessitates a change in the way scholarly contributions are measured; name resources to learn more about altmetrics such as altmetrics.org; and name tools to measure alternative scholarly contributions such as Altmetric.com, Impact Story, Plum Analytics, etc. Due to classroom size, this session is limited to 14.</p>
<p><u>Wednesday, October 8, 2014 and Friday, October 10, 2014</u> 1:00 p.m.-4:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Moore Multimedia (6 CME credits / 3 per session)</i> Stephanie Fielding and Jason Bennett, Health Sciences Library During this two-part workshop, participants will learn how to shoot, edit, and share video. By the end of the workshops, participants will be able to discuss how to effectively use multimedia in instructional and presentation materials. This class is project-based, so participants are required to attend both parts/days. Due to classroom size, this session is limited to 4.</p>
<p><u>Tuesday, October 14, 2014</u> 1:00 p.m.-2:00 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Wearable Tech (fitbit, etc) (1 CME credits)</i> Kimberley Barker, MLIS, Health Sciences Library According to the Pew Research Internet Project's 2013 Health Fact Sheet, seven in ten U.S. adults track a health indicator for themselves or for a loved one. Of those adults, 21% say that they use some form of technology for tracking. For many, this means wearable technology such as a FitBit, FuelBand, and, in the future, wearables such as Google Contact Lenses (for monitoring blood glucose). Wearable technology is also available for healthcare providers for improving safety and reducing medical errors. Join Kimberley Barker for an overview of these technologies and a discussion of how they might impact healthcare. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, October 27, 2014</u> Times TBD Carter Classroom Health Sciences Library</p>	<p><i>Introduction to R for Life Scientists (CME credits)</i> Stephen Turner, PhD, Assistant Professor of Public Health Sciences, Health Sciences Library This workshop is directed toward life scientists with little to no experience with statistical computing or bioinformatics. This interactive workshop will introduce the R statistical computing environment, including basic instruction in data types, variables, array manipulation, functions, data frames, data import/export, visualization, and using packages. At the end of the workshop, participants will see a live demonstration of a real biomedical application - analysis of gene expression microarray data. This will demo (1) how to search for and acquire publicly accessible data from NCBI Gene Expression Omnibus, and (2) how to use Bioconductor packages to import, process, QC, analyze, and visualize the results of the analysis. At the end of the workshop, participants will be able to use R for basic data manipulation and visualization, and will be exposed to downloading and analyzing publicly available gene expression data. An advanced follow-on course will go through the data analysis demonstration in detail. All course material will be made available online prior to the workshop date. Prerequisites: Participants will be asked to bring a laptop to class, with (free) software loaded and tested prior to class. Setup instructions will be sent to participants prior to class. Due to classroom size, this session is limited to 14.</p>
<p><u>Wednesday, October 29, 2014</u> 1:00 p.m.-2:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>All about NIH Open Access Policy (1 CME credit)</i> Inhye Kim Son, MS, MLS, Health Sciences Library NIH Public Access Policy requires researchers to submit all peer-reviewed journal articles that arise from NIH funds to PMC (formerly called PubMed Central) within twelve months of publication. Learn about the NIH requirements, what it means, how to comply, and how to track and maintain compliance using My NCBI. Due to classroom size, this session is limited to 8.</p>

<p><u>Tuesday, November 4, 2014</u> 10:00 a.m.-12:00 noon Tolleson Classroom Health Sciences Library</p>	<p><i>Introduction to Visio (2 CME credits)</i> Andrea Horne Denton, MILS, and Stephanie Fielding, Health Sciences Library In this course, you will get an introduction to Microsoft Visio, a diagramming tool that allows you to visually communicate ideas, processes, structures, layouts, etc. We will teach the basic functions and features of Visio Professional 2010 and provide examples of clinical documents created with Visio. Activities include working with text, shapes and connectors to create a simple process flow diagram. Due to classroom size, this session is limited to 5.</p>
<p><u>Wednesday, November 5, 2014</u> 10:00 a.m. -11:30 a.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Managing your Citations with RefWorks (1.5 CME credits)</i> Inhye Kim Son, MS, MLS Health Sciences Library RefWorks is a Web-based product designed to help you manage citations. This class will cover exporting references from online databases such as Ovid MEDLINE and PubMed. Class participants will also learn how to use RefWorks to organize citations, add references to a manuscript, and create a formatted bibliography. Due to classroom size, this session is limited to 8.</p>
<p><u>Thursday, November 6, 2014</u> 2:00 p.m.-3:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Digital Privacy: From Basic Right to 21st-Century Luxury Good (1.5 CME credits)</i> Kimberley Barker, MLIS, Health Sciences Library Facebook. Target. Harris Teeter. Google. They know who you are, what you buy, and for what you search. In this informational presentation, you will learn how the lines and laws of digital privacy have shifted, and what you can do to protect yours. Due to classroom size, this session is limited to 14.</p>
<p><u>Friday, November 7, 2014</u> 10:00 a.m.-12:00 noon Carter Classroom Health Sciences Library</p>	<p><i>Introduction to Prezi (2 CME credits)</i> Jason Bennett, Health Sciences Library Are you looking for an alternative to PowerPoint that is portable, creative, and free for academic use? Join us for an introduction to Prezi, an online presentation tool. Topics covered will include setting up an academic Prezi account, tips on design, layout, and animation, and evaluating when Prezi is a good choice for a presentation tool. Participants will have an opportunity to create a simple presentation. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, November 11, 2014</u> 9:30 a.m.-11:30 a.m. 2ABC Jordan Hall Conference Center</p>	<p><i>Writing a Successful NIH 'K' Career Proposal (2 CME credits)</i> Angela G. Sherman, CRA, Manager of Sponsored Projects Administration, School of Medicine, Beverly B. Van Ausdal, Assistant Director, Office of Grants & Contracts, Robert K. Nakamoto, PhD, Professor of Physiology & Biological Physics and Alison Criss, PhD, Assistant Professor, Microbiology, Immunology, and Cancer Biology Applying for that first grant can feel overwhelming—it's often difficult to even figure out where to start. This session, designed for advanced postdoctoral fellows and junior faculty who intend to apply for an NIH mentored career award, will focus on Career Development (K series) awards. Following this session, participants will be able to describe how to locate and apply for these awards, learn the unique aspects of writing a fundable career proposal, and list resources available to assist them in completing their applications.</p>
<p><u>Wednesday, November 12, 2014</u> 1:00 p.m.-3:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Introduction to iMovie (2 CME credits)</i> Stephen Fielding, Health Sciences Library This is a basic introductory course into using Apple's iMovie 11 software. iMovie is an easy-to-use video editing software that allows users to take their movies and projects and turn them into edited videos for DVD or the web. You'll learn key video editing skills like capturing and adding video to your iMovie project, editing clips to make a complete video, color correcting poorly shot video, working with transitions and effects, and a whole lot more. Due to classroom size, this session is limited to 8.</p>
<p><u>Wednesday, November 12, 2014</u> 4:00 p.m.-5:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>When Less is More: Practical Steps for Obtaining Evidence-Based Answers to Clinical Questions (1.5 CME credits)</i> Karen Knight, MSLS, Health Sciences Library In this class you will discover that more information is not always best – in fact - less information of a higher quality that has been filtered for relevance and validity is more helpful in answering clinical questions. Come see computer-based resources demonstrated that take the work out of discovering and applying evidence at the point-of-care! Due to classroom size, this session is limited to 14.</p>
<p><u>Thursday, November 13, 2014</u> 1:00 p.m.-2:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Presentation Tools (PowToon, HaikuDeck, easel.ly) (1.5 CME credits)</i> Kimberley Barker, MLIS, Health Sciences Library Raise your hand if you're sick of PowerPoint! This informational overview will introduce you to freemium alternatives such as PowToon, HaikuDeck, Easel.ly, SlideDog, and Prezi. Learn about presentations tools that are fresh, intuitive, and more fun for you AND your audience. Due to classroom size, this session is limited to 14.</p>

<p><u>Tuesday, December 2, 2014</u> 1:00-2:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Reputation Management (1.5 CME credits)</i> Kimberley Barker, MLIS, Health Sciences Library In its early days the Internet was often referred to as “the wild West” due to the lack of standards governing it. Though the Internet is somewhat more settled these days, one thing that still harkens back to the days of cattle ranchers and train robbers is reputation. In the age of Google, reputations can be ruined by those with genuine grievances and those with grudges alike. Would you know how to defend your reputation or that of your institution should it come under fire? Join Kimberley Barker for a closer look at the good, the bad, and the ugly of life in the reputation economy, and learn about practical steps that you can take to safeguard your good name. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, January 13, 2015</u> 2:00 p.m.-4:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Photoshop for Research Publications (2 CME credits)</i> Jason Bennett, Health Sciences Library This session in Photoshop will provide research- and publication-appropriate examples of standards and requirements for digital image manipulation and refinement. The session will include an overview of common techniques as well as common misconceptions for research-based image submissions to reputable journals and publications. Due to classroom size, this session is limited to 8.</p>
<p><u>Wednesday, January 14, 2015 and Friday, January 16, 2015</u> 1:00 p.m.-4:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Moore Multimedia (6 CME credits / 3 per session)</i> Stephanie Fielding and Jason Bennett, Health Sciences Library During this two-part workshop, participants will learn how to shoot, edit, and share video. By the end of the workshops, participants will be able to discuss how to effectively use multimedia in instructional and presentation materials. This class is project-based, so participants are required to attend both parts/days. Due to classroom size, this session is limited to 4.</p>
<p><u>Tuesday, January 27, 2015</u> 11:00 a.m.-12:00 noon Study Room 1335 Health Sciences Library</p>	<p><i>Altmetrics: the movement, the tools, and their implications (1 CME credits)</i> Kimberley Barker, MLIS and Andrea Denton, MILS, Health Sciences Library Measuring scholarly impact has traditionally been tied to the calculation of a scholarly article’s number of citations and the Impact Factor of its journal. Today, however, scholarly contributions take many forms: computer code, data sets, blog postings, tweets, practice guidelines and beyond. As the products of research evolve, so will the way in which credit is measured. This class will provide an overview of “altmetrics”, the movement to assess influence of both traditional and non-traditional scholarly contributions. We will define altmetrics, discuss why it is important in today’s digital scholarly environment, and demonstrate tools available to measure influence. After completing this course, the learner will be able to define altmetrics and compare it to traditional forms of measuring scholarly impact; name examples of scholarly contributions that are alternatives to traditional methods (e.g. datasets, blog postings, tweets, etc.); name examples of alternative means of measuring scholarly contributions (e.g. download counts, tweets about, etc.); discuss why today’s online, social environment necessitates a change in the way scholarly contributions are measured; name resources to learn more about altmetrics such as altmetrics.org; and name tools to measure alternative scholarly contributions such as Altmeteric.com, Impact Story, Plum Analytics, etc. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, February 10, 2015</u> 1:00 p.m.-3:00 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Introduction to Prezi (2 CME credits)</i> Jason Bennett, Health Sciences Library Are you looking for an alternative to PowerPoint that is portable, creative, and free for academic use? Join us for an introduction to Prezi, an online presentation tool. Topics covered will include setting up an academic Prezi account, tips on design, layout, and animation, and evaluating when Prezi is a good choice for a presentation tool. Participants will have an opportunity to create a simple presentation. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, February 17, 2015</u> 4:00 p.m.-5:30 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Managing your Citations with RefWorks (1.5 CME credits)</i> Michael K. Wilson, Health Sciences Library RefWorks is a Web-based product designed to help you manage citations. This class will cover exporting references from online databases such as Ovid MEDLINE and PubMed. Class participants will also learn how to use RefWorks to organize citations, add references to a manuscript, and create a formatted bibliography. Due to classroom size, this session is limited to 8.</p>

<p><u>Wednesday, February 18, 2015</u> 9:00 a.m.-11:00 a.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Introduction to iMovie (2 CME credits)</i> Stephen Fielding, Health Sciences Library This is a basic introductory course into using Apple's iMovie 11 software. iMovie is an easy-to-use video editing software that allows users to take their movies and projects and turn them into edited videos for DVD or the web. You'll learn key video editing skills like capturing and adding video to your iMovie project, editing clips to make a complete video, color correcting poorly shot video, working with transitions and effects, and a whole lot more. Due to classroom size, this session is limited to 8.</p>
<p><u>Tuesday, February 24, 2015</u> 1:00 p.m.-3:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Introduction to Visio (2 CME credits)</i> Andrea Horne Denton, MILS, and Stephanie Fielding, Health Sciences Library In this course, you will get an introduction to Microsoft Visio, a diagramming tool that allows you to visually communicate ideas, processes, structures, layouts, etc. We will teach the basic functions and features of Visio Professional 2010 and provide examples of clinical documents created with Visio. Activities include working with text, shapes and connectors to create a simple process flow diagram. Due to classroom size, this session is limited to 5.</p>
<p><u>Thursday, February 26, 2015</u> 2:00 p.m.-3:00 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Wearable Tech (fitbit, etc) (1 CME credits)</i> Kimberley Barker, MLIS, Health Sciences Library According to the Pew Research Internet Project's 2013 Health Fact Sheet, seven in ten U.S. adults track a health indicator for themselves or for a loved one. Of those adults, 21% say that they use some form of technology for tracking. For many, this means wearable technology such as a FitBit, FuelBand, and, in the future, wearables such as Google Contact Lenses (for monitoring blood glucose). Wearable technology is also available for healthcare providers for improving safety and reducing medical errors. Join Kimberley Barker for an overview of these technologies and a discussion of how they might impact healthcare. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, March 3, 2015</u> 1:00 p.m.-2:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Digital Privacy: From Basic Right to 21st-Century Luxury Good (1.5 CME credits)</i> Kimberley Barker, MLIS, Health Sciences Library Facebook. Target. Harris Teeter. Google. They know who you are, what you buy, and for what you search. In this informational presentation, you will learn how the lines and laws of digital privacy have shifted, and what you can do to protect yours. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, March 10, 2015</u> 2:00 p.m.-4:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Introduction to Photoshop (2 CME credits)</i> Jason Bennett, Health Sciences Library This class is a basic introduction to Photoshop for editing and manipulation of images. Due to classroom size, this session is limited to 8.</p>
<p><u>Thursday, March 12, 2015</u> 10:00 a.m.-11:00 a.m. Carter Classroom Health Sciences Library</p>	<p><i>Online Identity (1 CME credit)</i> Kimberley Barker, MLIS, Health Sciences Library In a world in which the details of your life are but a Google search away, actively managing your identity is a crucial 21-century skill. In this session, Kimberley Barker will assist you with taking control of your digital presence through the use of social media, privacy settings, and other tools. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, March 17, 2015</u> 10:00 a.m.-11:30 a.m. Carter Classroom Health Sciences Library</p>	<p><i>Creating Posters with PowerPoint (1.5 CME credits)</i> Andrea Horne Denton, MILS, Health Sciences Library In this introductory class, learn how to use PowerPoint to create large-scale scientific posters. We will cover poster designs, creating charts, and inserting graphics. Note: some PowerPoint experience preferred. The class will be taught in PowerPoint 2010. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, March 17, 2015</u> 1:00 p.m.-2:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Apps (medical & productivity, mostly) (1.5 CME credits)</i> Kimberley Barker, MLIS and Megan Nunemaker, MSLS, Health Sciences Library You have your iPad, now what? Customize it for your work needs with mobile versions of many Library resources, as well productivity apps that will enable you to have access to your work products anywhere, anytime. In this 1.5 hour class, you will learn how to install and use mobile versions of Library resources, including UpToDate, First Consult, Micromedex and and also learn which productivity apps will enable you to get the most from your iPad. Due to classroom size, this session is limited to 14.</p>

<p><u>Tuesday, March 24, 2015</u> 2:00 p.m.-3:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>All about NIH Open Access Policy (1 CME credit)</i> Inhye Kim Son, MS, MLS, Health Sciences Library NIH Public Access Policy requires researchers to submit all peer-reviewed journal articles that arise from NIH funds to PMC (formerly called PubMed Central) within twelve months of publication. Learn about the NIH requirements, what it means, how to comply, and how to track and maintain compliance using My NCBI. Due to classroom size, this session is limited to 8.</p>
<p><u>Thursday, April 2, 2015</u> 2:00 p.m.-3:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Presentation Tools (PowToon, HaikuDeck, easel.ly) (1.5 CME credits)</i> Kimberley Barker, MLIS, Health Sciences Library Raise your hand if you're sick of PowerPoint! This informational overview will introduce you to freemium alternatives such as PowToon, HaikuDeck, Easel.ly, SlideDog, and Prezi. Learn about presentations tools that are fresh, intuitive, and more fun for you AND your audience. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, April 14, 2015</u> 10:00 a.m. -11:30 a.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Managing your Citations with RefWorks (1.5 CME credits)</i> Inhye Kim Son, MS, MLS Health Sciences Library RefWorks is a Web-based product designed to help you manage citations. This class will cover exporting references from online databases such as Ovid MEDLINE and PubMed. Class participants will also learn how to use RefWorks to organize citations, add references to a manuscript, and create a formatted bibliography. Due to classroom size, this session is limited to 8.</p>
<p><u>Tuesday, April 14, 2015</u> 2:00 p.m.-4:00 p.m. Tolleson Classroom Health Sciences Library</p>	<p><i>Intermediate Photoshop (2 CME credits)</i> Jason Bennett, Health Sciences Library This course covers intermediate concepts in Photoshop for editing and manipulation of images. Completion of Introduction to Photoshop or equivalent experience is highly recommended. Contact Jason Bennett, jcb2h@virginia.edu, with questions about course content and recommended skills. Due to classroom size, this session is limited to 8.</p>
<p><u>Thursday, April 16, 2015</u> 1:00 p.m.-2:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>Reputation Management (1.5 CME credits)</i> Kimberley Barker, MLIS, Health Sciences Library In its early days the Internet was often referred to as "the wild West" due to the lack of standards governing it. Though the Internet is somewhat more settled these days, one thing that still harkens back to the days of cattle ranchers and train robbers is reputation. In the age of Google, reputations can be ruined by those with genuine grievances and those with grudges alike. Would you know how to defend your reputation or that of your institution should it come under fire? Join Kimberley Barker for a closer look at the good, the bad, and the ugly of life in the reputation economy, and learn about practical steps that you can take to safeguard your good name. Due to classroom size, this session is limited to 14.</p>
<p><u>Thursday, April 16, 2015</u> 4:00 p.m.-5:30 p.m. Carter Classroom Health Sciences Library</p>	<p><i>The Two Faces of MEDLINE: Which to Search, Ovid versus PubMed (2 CME credits)</i> Karen V. Knight, MSLS, Health Sciences Library MEDLINE is the database of choice when searching for articles from the biomedical literature. In addition to searching for articles by subject, author and journal names or combinations of those elements, MEDLINE allows you to save your search strategies, send your references to bibliographic programs like RefWorks, and set-up automatic email delivery of new articles as they appear in the database. Clinicians and researchers often ask – which version of MEDLINE should I use? This class will provide a side-by-side comparison of the functionality of these two versions of the MEDLINE database that are available at UVa. Due to classroom size, this session is limited to 14.</p>
<p><u>Tuesday, April 21 and Wednesday, April 22, 2015</u> 9:30 a.m.-11:30 a.m. Room 2ABC Jordan Hall Conference Center</p>	<p><i>Successful NIH Electronic Proposal Submission (2 CME credits/session; 4 CME credits total)</i> Presented by Angela G. Sherman, CRA, Manager of Sponsored Projects Administration, School of Medicine, John S. Lazo, PhD, Harrison Distinguished Teaching Professor and Associate Dean for Basic Research (day 1), and Beverly B. Van Ausdal, Assistant Director of Grants, Office of Grants & Contracts (day 2) This two-day program will help faculty and staff improve their chances of success in obtaining research funding from the National Institutes of Health (NIH) by submitting well written, administratively correct proposals. By the end of the training, participants will be able to describe how to submit a beautifully prepared proposal to NIH and will be able to outline the federal granting landscape and how UVa processes fit into it. In Part 1, The Federal Grants Landscape, Peer Review and Scoring, and Grantsmanship, participants will explore the overall federal grants landscape, electronic proposal submission, UVa structure and resources, the NIH Peer Review Process and Scoring, and some tips on grantsmanship. Part 2, The SF424 Electronic Proposal Package, will focus on the nuts and bolts of assembling the SF424 proposal package including how to prepare a budget, fill out a Proposal Approval form, and maintain version control of the package.</p>

International Educational Opportunity

<p>Thursday, January 1– Sunday, January 11, 2015 Guatemala (various locations)</p>	<p>Guatemala Faculty Education Abroad Program, 2015 (34 CME credits) Presented by David R. Burt, MD, Associate Professor of Emergency Medicine, Director, UVA Chest Pain Center, and Director, UVA-Guatemala Initiative and Jessica Gonzalez, In-country Coordinator, UVA-Guatemala Initiative</p> <p>This program is designed to afford University of Virginia faculty, housestaff, staff, and students an opportunity to travel to Guatemala to examine various healthcare delivery systems, increase cultural awareness/competency, improve Spanish-language capabilities, and learn more about educational/research opportunities for medical students in Guatemala. Following this program, participants will be able to describe how enhanced cultural competency/sensitivity can lead to improved quality of care and patient outcomes and, as faculty mentors, outline research and educational opportunities to their medical students.</p> <p>Advisory about travel to Guatemala: please note the student advisory in the website below: www.virginia.edu/iso/documents/RestrictionStudentTravelGuatemalaElSalvadorHondurasNicaragua.pdf As a result of this advisory, you will need to sign a waiver and submit it as part of your application package.</p>
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Transitions and Changes: Conversations with Our Community

*This series of conversations will include lunch and discussion and is open to all faculty, residents, fellows, and staff.
Registration is **REQUIRED**: <http://www.medicine.virginia.edu/education/more/cme/events/FLP-page>*

<p>Tuesday, October 21, 2014 12:00 noon-1:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Be Careful What You Wish For: Taking on New Responsibilities—Discussion over Lunch (1.5 CME credits)</i></p> <p>As our careers advance, we look forward to taking on new, more challenging responsibilities. But there's never enough time to do it all in academia. How do you determine which new responsibilities to take on; which to decline and how to do it gracefully; and what to give up and how to negotiate to maintain your balance? This session also provides a framework for communication with colleagues and patients and their families in similar circumstances. Lunch will be provided.</p>
<p>Tuesday, November 18, 2014 12:00 noon-1:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>No One Told Me It Would Be This Hard: The Many Challenges of Parenting—Discussion over Lunch (1.5 CME credits)</i></p> <p>What happens when the babysitter doesn't show up before work? What different challenges do teenagers pose in parenting as opposed to when they were very young? Come learn about your colleagues' strategies of parenting young children and teenagers. We will focus on various issues of parenting including sick children, single parents, dual careers, childcare options, adoption, and teenagers. Come learn what the University and Health System are doing about expanding child care possibilities and what resources are available to parents of children of all ages. This session also provides a framework for communication with colleagues and patients and their families in similar circumstances. Lunch will be provided.</p>
<p>Tuesday, December 16, 2014 12:00 noon-1:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Doing the Two-Step: Dual Career Families—Discussion and Lunch (1.5 CME credits)</i></p> <p>The dynamic of dual careers poses interesting and sometimes challenging situations for couples. This discussion will focus on strategies for creative partnerships and communication for successful relationships. These discussions will provide a framework not only for personal development but can also serve as a framework for communication with patients and families in similar situations. Lunch will be provided.</p>
<p>Tuesday, January 20, 2015 12:00 noon-1:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>The Doctor Is In: Coping with Illness in the Family—Discussion over Lunch (1.5 CME credits)</i></p> <p>Illness in the family causes great stress, whether it's your own illness or that of a family member. This session will focus on strategies others have adopted to help deal with that stress and what resources are available to help support faculty/staff through such difficult times. This session also provides a framework for communication with colleagues and patients and their families in similar circumstances. Lunch will be provided.</p>

<p><u>Tuesday, February 17, 2015</u> 12:00 noon-1:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Date Night (or How and Why to Keep the Love Light Burning)—Discussion and Lunch (1.5 CME credits)</i> It's easy to get lost in the daily hubbub of academic life—patients to see, experiments to pursue, grants to write, and various administrative duties—and lose track of the relationships that help sustain us, give us meaning, provide balance, and support us through the tough times. Bring your spouse/significant other and join us in a discussion about how to stay focused on our most important relationships—those with our loved ones. The session will also provide a framework for communication with colleagues and patients and their families faced with similar issues. Lunch will be provided.</p>
<p><u>Tuesday, March 17, 2015</u> 12:00 noon-1:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Yes, Virginia, There Really Is Life after Retirement: Life Planning for Late Career—Discussion and Lunch (1.5 CME credits)</i> This session will focus on the importance of planning for the later stages of academic careers and retirement, choices about where and how you want to live, what you are retiring to, how to practice what you will do in advance of retirement, and how these choices are interlinked with your values. The session also provides a framework for communication with patients and their families in similar circumstances. Lunch will be provided.</p>
<p><u>Tuesday, April 21, 2015</u> 12:00 noon-1:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>What's Your Work Style?: Generational Differences in the Work Place—Discussion over Lunch (1.5 CME credits)</i> Like all big systems, academia is learning to embrace the best of the sometimes seemingly incompatible values, styles, and choices of different generations of workers. Come learn from your colleagues how they are integrating these changes into their daily routines. The session will also provide a framework for communication with colleagues and patients and their families faced with similar circumstances. Lunch will be provided.</p>
<p><u>Tuesday, May 19, 2015</u> 12:00 noon-1:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Caught in the Middle: Parenting Up & Down —Discussion over Lunch (1.5 CME credits)</i> Sometimes referred to as "The Sandwich Generation," many in the workforce are balancing the challenges of parenting their children while also providing care for aging parents or other family members. This discussion will highlight common themes and frustrations and how they affect professional practice and development. The session will also focus on the implications for effective communication with patients and families in similar circumstances. Lunch will be provided.</p>
<p><u>Tuesday, June 16, 2015</u> 12:00 noon-1:30 p.m. Room G1/G2 Jordan Hall Conference Center</p>	<p><i>Embracing Change in Medicine—Discussion and Lunch (1.5 CME credits)</i> This session will focus on the culture of change in all realms of academic medicine (clinical, teaching, and research) and the challenges and opportunities those changes pose. Tight budgets require new ways of doing business—collaborative research, streamlined clinical operations, etc. How do these changes affect how we train the next generation of physicians and researchers? How do we meet the demands of a changing patient population? How do we make the switch from individually-driven research to the move toward "big science" collaborations and translational/outcomes-driven research? And how do we as an institution embrace these changes? The session will also focus on effective communication with patients and families facing their own challenges in dealing with change. Lunch will be provided.</p>

Registration/Information: These programs are free of charge but ADVANCE REGISTRATION IS REQUIRED so that we have sufficient materials for all participants.

Please register at: www.medicine.virginia.edu/education/more/cme/all-cme-prog-folder/FLP-page.

Questions? Please contact Ashley Ayers, Coordinator for Faculty Leadership Programs (phone: 924-8497; e-mail: ala5t@virginia.edu).

Accreditation: The University of Virginia School of Medicine is accredited by the ACCME to provide continuing medical education for physicians.

The University of Virginia School of Medicine designates this live activity for a maximum of 1-34 AMA PRA Category 1 Credit(s)[™] depending on the session. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

The University of Virginia School of Medicine awards one hour of participation credit per hour of participation to each non-physician participant who successfully completes this educational activity. The University of Virginia School of Medicine maintains a permanent record of participants who have been awarded hours of participation. CME transcripts may be obtained at www.cmevillage.com (click on Transcripts and follow the instructions).

Useful Web Resources for Faculty in the University of Virginia School of Medicine

Academy of Distinguished Educators (ADE)
www.medicine.virginia.edu/administration/faculty/ade

Appreciative Practice
appreciativeinquiry.virginia.edu

Claude Moore Health Sciences Library (HSL)
www.hsl.virginia.edu

Faculty and Employee Assistance Program (FEAP)
www.healthsystem.virginia.edu/pub/feap

Faculty and Physician Wellness
www.medicine.virginia.edu/administration/faculty/faculty-dev/copy_of_home-page

New Faculty Orientation Program
www.medicine.virginia.edu/administration/faculty/faculty-dev/orientation

Next Generation Curriculum (NxGen)
www.medicine.virginia.edu/education/medical-students/UME/nxgen

Office of Faculty Development
www.medicine.virginia.edu/administration/faculty/faculty-dev

Office of Grants and Contracts
www.medicine.virginia.edu/research/research-offices/grants

Office of Public Relations
<http://corporate.uvahealth.com/news-room>

Office of the Vice Provost for Faculty Development
www.virginia.edu/vpfd

Office for Research
www.medicine.virginia.edu/research/research-offices/office-for-research

Promotion & Tenure (P&T)
www.medicine.virginia.edu/administration/faculty/faculty-dev/pandt

School of Medicine Human Resources
www.medicine.virginia.edu/administration/office-of-the-dean/human-resources/home

Teaching Resource Center (TRC)
trc.virginia.edu

University Human Resources
www.hr.virginia.edu

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