NEWS

Crowd Wisdom Platform Offers Faculty 24/7 Access to Development and Training Courses

Whether you’re in the clinic, hospital or your own living room, you can maximize your teaching effectiveness by participating in the more than 20 online modules sponsored and developed by the Academy of Medical Educators.

Courses offered on the Crowd Wisdom platform are free of charge and offered to all School of Medicine faculty, including community-based and preceptors. Topics aim to help educators at all levels and in various locations master teaching essentials like providing feedback, mentoring, remediation and more.

The self-directed learning modules use videos and interactive feedback mechanisms to ensure comprehension and retention. The time it takes to complete each course depends on the individual learner; however, you have the added convenience of being able to begin courses and save your progress until completion.

New courses are in development so check back often for updated listings. To create an account or log in, visit https://somed.ucdenver.edu/somaccess/.
Three Elements to Consider When Establishing a Great Learning Environment

Establishing a safe and effective learning climate is essential to any teaching interaction whether in the clinic, hospital, operating room or classroom. There are three elements to consider in establishing a great learning environment:

1) Make teaching and learning stimulating by:
   • Showing enthusiasm for what you are doing
   • Using an animated voice and body language
   • Making the physical environment as comfortable as possible for learners

2) Get learners involved by:
   • Watching what they do
   • Listening to what they say
   • Encouraging participation in discussion
   • Avoiding monopolizing the discussion or allowing others to do so

3) Show respect and encourage safety by:
   • Using learner names
   • Inviting expression of opinions and being respectful of divergent views
   • Avoiding ridicule, intimidation or interruption
   • Admitting your own limitations and mistakes
   • Encouraging learners to openly discuss their own challenges, limitations and mistakes

FREQUENTLY ASKED QUESTIONS

Which promotion series is right for me?

School of Medicine faculty members, in consultation with their mentors and chairs, must decide whether to seek promotion in the Regular Series, the Clinical Practice Series or the Research Professor Series.

The Regular Series

This is the appropriate promotion pathway for the majority of School of Medicine faculty members, including basic scientists, clinician-scientists and clinician-teachers. Faculty members seeking promotion to Associate Professor must demonstrate excellence in one of the principal areas of accomplishment: teaching, research or clinical practice. Importantly, at least meritorious achievements (the lower
standard) must be demonstrated in scholarship, teaching and clinical work or service. “Scholarship” is broadly defined and includes not only research (the scholarship of “discovery”), but also the scholarship of teaching, application and integration. All faculty members in the Regular Series, who are employed by the University of Colorado, are eligible for tenure. Learn more.

**Clinical Practice Series**

This is an academic pathway designed for faculty members who focus the majority of their time on direct patient care and other activities related to improving health care quality (e.g., outcomes, access to care, outcomes, efficiency, patient safety or the health of populations). There is an expectation of greater clinical effort, and excellence in clinical work (as measured against the School of Medicine Promotion Matrix) is required. There is no requirement for written scholarship, although clinically-relevant scholarship is encouraged. Teaching (at least at the meritorious level) is required. Because scholarship is not required, faculty members in the Clinical Practice Series are not eligible for tenure.

Instructors, Senior Instructors and Assistant Professors may not be assigned to the Clinical Practice Series; rather, they will hold titles in the Regular Series. Prior to undergoing departmental review for promotion from Assistant Professor to Associate Professor, all faculty members who are clinicians, in consultation with their chair and mentor(s), must choose whether to seek promotion to Associate Professor in the regular or clinical practice series. Normally, they will make this election after undergoing a comprehensive mid-course review, based on their interests and accomplishments in clinical work, service, teaching and scholarship.

**Research Professor Series**

Faculty members who devote almost all their time to grant-funded research, with limited teaching and service responsibilities, may be appointed and promoted in the Research Professor Series. Faculty members in the Research Professor Series will be supported by funds from external grants and contracts. They may be independently-funded or collaborative scientists, as defined in the Rules of the School of Medicine. Faculty in the research professor series are at-will employees and are not eligible for tenure, in accordance with Colorado law and University of Colorado policies.

For more information about each of the promotion series, see Section II.G of the Rules of the School of Medicine.
Jeffrey Glasheen, MD Leads a Sustainable and Comprehensive Change Initiative to Improve Quality, Safety and Efficiency on the Anschutz Medical Campus

Comprehensive change requires great leaders at all levels. A concept Jeffrey Glasheen, MD understood, which is why he was named director of the University of Colorado’s Institute for Healthcare Quality, Safety and Efficiency (IHQSE). Tasked with the mission of creating a healthcare system that ensures every patient receives the highest quality of care through avoiding harm and minimizing inefficiencies, Dr. Glasheen is helping the Anschutz Medical Campus develop leaders who can facilitate lasting and sustainable changes at the front lines of care.

The IHQSE was formed to improve care outcomes for patients served by the School of Medicine, Children’s Hospital Colorado and the University of Colorado Hospital (UCH). The program’s design also helps position Anschutz for larger—and inevitable—changes the organizations will face as health care evolves.

Dr. Glasheen guided the Anschutz leadership committee overseeing the IHQSE to embrace fundamental principles, which include the development of a long-term view that crosses all institutional missions and an inter-professional, funded approach focusing on inspired, “dogged” leadership.

**A Phased Approach Facilitates Comprehensive Cultural Change**

The first and primary arm of the IHQSE is clinical team development, which will identify and train a physician and nurse champion for every unit, clinic and program on campus. In 2013, twelve teams began the program (eight at University of Colorado Hospital; four at Children’s Hospital Colorado). In three to five years, the hope is that every clinical care area will have its own clinical QSE team.

The teams are trained to unite interdisciplinary and inter-professional members using quality improvement methodology. The QSE team leaders complete a one-year certificate training program with 80 hours of core curriculum leading to the implementation of a mentored quality improvement or patient safety project. Dr. Glasheen’s team helps support the QSE leaders with infrastructure and educational needs, providing dedicated coaching and mentoring as well as process improvement managers and data analysts. Together, QSE team leaders and their support team can map out the essential functions of their units and identify and implement strategies for improvement.

Dr. Glasheen believes it’s imperative for the people doing the work to identify inefficiencies, communication breakdowns, patient bottlenecks and frustrations, and more.
“I’ve seen teams pinpoint very simple and rectifiable issues that can make a major impact through cost reduction, improved quality or improving patient satisfaction,” said Dr. Glasheen. “When individuals are empowered to identify issues, and they have resources enabling them to improve, the entire institution benefits. Our patients are safer and happier.”

Dr. Glasheen credits his dedicated team for successfully implementing the initial arms of this comprehensive program. It’s his personal goal to facilitate a program that can serve as a model for other institutions that will fundamentally impact and improve quality of care across the nation.

“It’s really cool to see how small changes add up to make massive improvements. The university is at the cutting edge in this area, and our system for change management is sustainable. It’s exciting to see how leaders at all levels develop to improve the patient experience,” said Dr. Glasheen.

The training and development portion was the first step toward implementation of the comprehensive IHQSE strategy. For more information, contact Dr. Glasheen.

**LINKS TO ARTICLES ABOUT ACADEMIC MEDICINE**

View at: [http://www.ucdenver.edu/academics/colleges/medicalschool/education/academy/Newsletter/academicmedicine/Pages/July-2013.aspx](http://www.ucdenver.edu/academics/colleges/medicalschool/education/academy/Newsletter/academicmedicine/Pages/July-2013.aspx)

Bridging the Gap: Supporting Translational Research Careers Through an Integrated Research Track within Residency Training

Chair of a Department of Medicine: Now a Different Job

Doctor Role Modelling in Medical Education: BEME Guide No. 27

How Do Medical Students Navigate the Interplay of Explicit Curricula, Implicit Curricula, and Extracurricula to Learn Curricular Objectives?

Medical Education in the Electronic Medical Record (EMR) Era: Benefits, Challenges and Future Directions

Rural Track Training Based at a Small Regional Campus: Equivalency of Training, Residency Choice, and Practice Location of Graduates

Satisfaction, Motivation, and Future of Community Preceptors: What Are the Current Trends?

The Ethics of Conducting Graduate Medical Education Research on Residents

The Impact of Lecture Attendance and Other Variables on How Medical Students Evaluate Faculty in a Preclinical Program
JULY 2013

The View from Fiesole (A Piece of My Mind)

Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians

EVENTS

Register at: http://somapps.ucdenver.edu/facultyaffairs/faculty/

You Had Me at Hello! Writing Memorable Learning Objectives
Sept. 10, 2013
3:00 to 5:00 p.m.
Matt Taylor, MD, PhD
Ed 2 North, P-28-1107

New Clinical Practice Series
Sept. 12, 2013
8:00 to 9:00 a.m.
Steven Lowenstein, MD, MPH
Ed 2 South, L28-1307

Grant Writing Basics for Educational Scholarship Part 2
September 24, 2013
3:00 to 5:00 p.m.
Janice Hanson, PhD, EdS
TBD

Improving Your Powers of Persuasion: Honing Your Message for the Cameras or the Water Cooler
October 8, 2013
3:00 to 5:00 p.m.
Mark Earnest, MD
TBD

Narrative Writing and Reflective Practice Workshop
October 17, 2013
3:00 to 5:00 p.m.
Tess Jones, PhD
Ed 2 North, 1206

Promotion 101 for Clinician-Educators
October 29, 2013
8:15 to 9:15 a.m.
Steven Lowenstein, MD, MPH
DHHA (Room TBD)

The DiSC Personality Program
October 31, 2013
7:00 to 9:30 a.m.
Lisa Neale
TBD

Promotion 101 for Clinician-Educators
November 14, 2013
4:00 to 5:30 p.m.
Steven Lowenstein, MD, MPH
Hensel Phelps West Lecture Hall, R1 North