Faculty members collect teaching scenarios.

Wednesday, February 11

March

4 Office of Diversity Advisory Team meeting
5 Workshop: Using EBIR for Clinical Research
6 Workshop: Using EBIR for Clinical Research
7 Faculty Development Advisory Team meeting
8 Workshop: Leadership: James Goodnight, M.D., Ph.D.
9 Workshop: Negotiation Skills
10 Workshop: Leadership: Michael Sisul
11 Workshop: Compensation; Rate: From ABC to XYZ
12 Faculty Development Advisory Team meeting
13 Faculty Development Advisory Team meeting
14 Faculty Development Advisory Team meeting
15 Faculty Development Advisory Team meeting
16 Faculty Development Advisory Team meeting
17 Workshop: Leadership: Ann Bohland, P.D.
18 Workshop: Using Web-Based Surveys for Research

April

18 Faculty Development Advisory Team meeting
26 Breakfast with Leadership: Michael Minear

For medical students learning how to provide patient care, the leap from working on cadavers to interacting with live patients is figuratively as broad as the Snake River Canyon that stunt rider Evel Knievel famously tried to leap using a jet-powered motorcycle. Today, though, UC Davis medical students have at their disposal a bridge to help them make that leap: medical mannequins that mimic the patient's reactions and allow students to learn procedures that include simulation of human subjects.

The breadth of opportunity and flexibility in the CVC is demonstrated, with many options available. An interested faculty member doesn’t need to be keen to leadership skills to get involved,” he said. The CVC facility includes a standardized simulation laboratory where students have been introduced to a range of medical scenarios. Students have reported that they have gained a foundational understanding of patient care and other simulation scenarios.

You are invited! We encourage you to enroll in one of the various workshops, programs and events sponsored by the Faculty Development Office. For more event details and to register, visit www.ucdmc.ucdavis.edu/office-of-faculty-development/ (Event co-sponsors are indicated within parentheses). UC Davis Health system, the Faculty Development Advisory Team, and other simulation experts provide your team with cutting-edge skills for patient care. For more information contact the Faculty Development Advisory Team meeting.

Published by the Faculty Development Office
FEBRUARY – MARCH 2009

For medical students learning how to provide patient care, the leap from working on cadavers to interacting with live patients is figuratively as broad as the Snake River Canyon that stunt rider Evel Knievel famously tried to leap using a jet-powered motorcycle. Today, though, UC Davis medical students have at their disposal a bridge to help them make that leap: medical mannequins that mimic the patient's reactions and allow students to learn procedures that include simulation of human subjects.

The breadth of opportunity and flexibility in the CVC is demonstrated, with many options available. An interested faculty member doesn’t need to be keen to leadership skills to get involved,” he said. The CVC facility includes a standardized simulation laboratory where students have been introduced to a range of medical scenarios. Students have reported that they have gained a foundational understanding of patient care and other simulation scenarios.

You are invited! We encourage you to enroll in one of the various workshops, programs and events sponsored by the Faculty Development Office. For more event details and to register, visit www.ucdmc.ucdavis.edu/office-of-faculty-development/ (Event co-sponsors are indicated within parentheses). UC Davis Health system, the Faculty Development Advisory Team, and other simulation experts provide your team with cutting-edge skills for patient care. For more information contact the Faculty Development Advisory Team meeting.

Published by the Faculty Development Office
FEBRUARY – MARCH 2009

For medical students learning how to provide patient care, the leap from working on cadavers to interacting with live patients is figuratively as broad as the Snake River Canyon that stunt rider Evel Knievel famously tried to leap using a jet-powered motorcycle. Today, though, UC Davis medical students have at their disposal a bridge to help them make that leap: medical mannequins that mimic the patient's reactions and allow students to learn procedures that include simulation of human subjects.

The breadth of opportunity and flexibility in the CVC is demonstrated, with many options available. An interested faculty member doesn’t need to be keen to leadership skills to get involved,” he said. The CVC facility includes a standardized simulation laboratory where students have been introduced to a range of medical scenarios. Students have reported that they have gained a foundational understanding of patient care and other simulation scenarios.

You are invited! We encourage you to enroll in one of the various workshops, programs and events sponsored by the Faculty Development Office. For more event details and to register, visit www.ucdmc.ucdavis.edu/office-of-faculty-development/ (Event co-sponsors are indicated within parentheses). UC Davis Health system, the Faculty Development Advisory Team, and other simulation experts provide your team with cutting-edge skills for patient care. For more information contact the Faculty Development Advisory Team meeting.

Published by the Faculty Development Office
FEBRUARY – MARCH 2009

For medical students learning how to provide patient care, the leap from working on cadavers to interacting with live patients is figuratively as broad as the Snake River Canyon that stunt rider Evel Knievel famously tried to leap using a jet-powered motorcycle. Today, though, UC Davis medical students have at their disposal a bridge to help them make that leap: medical mannequins that mimic the patient's reactions and allow students to learn procedures that include simulation of human subjects.

The breadth of opportunity and flexibility in the CVC is demonstrated, with many options available. An interested faculty member doesn’t need to be keen to leadership skills to get involved,” he said. The CVC facility includes a standardized simulation laboratory where students have been introduced to a range of medical scenarios. Students have reported that they have gained a foundational understanding of patient care and other simulation scenarios.

You are invited! We encourage you to enroll in one of the various workshops, programs and events sponsored by the Faculty Development Office. For more event details and to register, visit www.ucdmc.ucdavis.edu/office-of-faculty-development/ (Event co-sponsors are indicated within parentheses). UC Davis Health system, the Faculty Development Advisory Team, and other simulation experts provide your team with cutting-edge skills for patient care. For more information contact the Faculty Development Advisory Team meeting.

Published by the Faculty Development Office
FEBRUARY – MARCH 2009

For medical students learning how to provide patient care, the leap from working on cadavers to interacting with live patients is figuratively as broad as the Snake River Canyon that stunt rider Evel Knievel famously tried to leap using a jet-powered motorcycle. Today, though, UC Davis medical students have at their disposal a bridge to help them make that leap: medical mannequins that mimic the patient's reactions and allow students to learn procedures that include simulation of human subjects.

The breadth of opportunity and flexibility in the CVC is demonstrated, with many options available. An interested faculty member doesn’t need to be keen to leadership skills to get involved,” he said. The CVC facility includes a standardized simulation laboratory where students have been introduced to a range of medical scenarios. Students have reported that they have gained a foundational understanding of patient care and other simulation scenarios.

You are invited! We encourage you to enroll in one of the various workshops, programs and events sponsored by the Faculty Development Office. For more event details and to register, visit www.ucdmc.ucdavis.edu/office-of-faculty-development/ (Event co-sponsors are indicated within parentheses). UC Davis Health system, the Faculty Development Advisory Team, and other simulation experts provide your team with cutting-edge skills for patient care. For more information contact the Faculty Development Advisory Team meeting.

Published by the Faculty Development Office
FEBRUARY – MARCH 2009

For medical students learning how to provide patient care, the leap from working on cadavers to interacting with live patients is figuratively as broad as the Snake River Canyon that stunt rider Evel Knievel famously tried to leap using a jet-powered motorcycle. Today, though, UC Davis medical students have at their disposal a bridge to help them make that leap: medical mannequins that mimic the patient's reactions and allow students to learn procedures that include simulation of human subjects.

The breadth of opportunity and flexibility in the CVC is demonstrated, with many options available. An interested faculty member doesn’t need to be keen to leadership skills to get involved,” he said. The CVC facility includes a standardized simulation laboratory where students have been introduced to a range of medical scenarios. Students have reported that they have gained a foundational understanding of patient care and other simulation scenarios.

You are invited! We encourage you to enroll in one of the various workshops, programs and events sponsored by the Faculty Development Office. For more event details and to register, visit www.ucdmc.ucdavis.edu/office-of-faculty-development/ (Event co-sponsors are indicated within parentheses). UC Davis Health system, the Faculty Development Advisory Team, and other simulation experts provide your team with cutting-edge skills for patient care. For more information contact the Faculty Development Advisory Team meeting.

Published by the Faculty Development Office
FEBRUARY – MARCH 2009

For medical students learning how to provide patient care, the leap from working on cadavers to interacting with live patients is figuratively as broad as the Snake River Canyon that stunt rider Evel Knievel famously tried to leap using a jet-powered motorcycle. Today, though, UC Davis medical students have at their disposal a bridge to help them make that leap: medical mannequins that mimic the patient's reactions and allow students to learn procedures that include simulation of human subjects.

The breadth of opportunity and flexibility in the CVC is demonstrated, with many options available. An interested faculty member doesn’t need to be keen to leadership skills to get involved,” he said. The CVC facility includes a standardized simulation laboratory where students have been introduced to a range of medical scenarios. Students have reported that they have gained a foundational understanding of patient care and other simulation scenarios.

You are invited! We encourage you to enroll in one of the various workshops, programs and events sponsored by the Faculty Development Office. For more event details and to register, visit www.ucdmc.ucdavis.edu/office-of-faculty-development/ (Event co-sponsors are indicated within parentheses). UC Davis Health system, the Faculty Development Advisory Team, and other simulation experts provide your team with cutting-edge skills for patient care. For more information contact the Faculty Development Advisory Team meeting.
PEDIATRICIAN SERVICES LOW-INCOME KIDS
STEPHANIE WALTON, M.D., F.A.A.P.

Each edition of the Faculty Newsletter introduces faculty colleagues who recently joined the UC Davis Health System family. Watch for more new clinical and research staff members in the next issue.

SIMULATION TECHNOLOGY IS A POWERFUL TEACHING TOOL

Traditional medical training is called the old adage: “We do, we teach, we do.” Today at UC Davis, we examine the concept of if-play demonstrated cooperation—empowering students of all levels during the clinical setting. Finally, this approach is not limited to the clinical setting. We explore the powerful effects of simulation technology.

Each new simulation tool and technique that we develop holds the promise of improving future healthcare providers and their patients.

Simulation technologies are dynamically changing the way we train health professions educators. This manual is valuable and applicable for all of our medical health, veterinary, and nursing colleagues.

The advent of interprofessional groups of health professionals: Medical students, nursing students and other learners can stand side-by-side to learn the clinical skills, procedures and the technical skills associated with the clinical setting. Finally, this approach is not limited to the clinical setting. We explore the powerful effects of simulation technology.

Each new simulation tool and technique that we develop holds the promise of improving future healthcare providers and their patients.

Simulation technologies are dynamically changing the way we train health professions educators. This manual is valuable and applicable for all of our medical health, veterinary, and nursing colleagues.

The advent of interprofessional groups of health professionals: Medical students, nursing students and other learners can stand side-by-side to learn the clinical skills, procedures and the technical skills associated with the clinical setting. Finally, this approach is not limited to the clinical setting. We explore the powerful effects of simulation technology.

Each new simulation tool and technique that we develop holds the promise of improving future healthcare providers and their patients.
Each edition of the Faculty Newsletter introduces faculty colleagues who recently joined the UC Davis Health System family. Watch for more new clinical colleagues. Like any training, this is valuable and effective.

SIMULATION TECHNOLOGY IS A POWERFUL TEACHING TOOL

Traditional medical training said the old adage: We do, teach, and then do again. Today at UC Davis, we scrutinize the concept of fully-demonstrated competence before allowing a student to practice independently. This new philosophy is possible because of our success in developing our Center for Virtual Care. The center brings students into the virtual OR and actually simulates a real operating room setting so that they can practice those complex procedures. The center is designed to develop the expertise and confidence that they need to provide the very best patient care. It lets the student be the doctor.

Recent studies reveal that students who trained in such a better patient experience. In another study, that same students who received more training were less likely to call admissions to the pediatric clerkship, said students tell Butani said students have described her as “compassionate, warm and dedication to the community.

Each edition of the Faculty Newsletter introduces faculty colleagues who recently joined the UC Davis Health System family. Watch for more new clinical colleagues. Like any training, this is valuable and effective.

SIMULATION TECHNOLOGY IS A POWERFUL TEACHING TOOL

Traditional medical training said the old adage: We do, teach, and then do again. Today at UC Davis, we scrutinize the concept of fully-demonstrated competence before allowing a student to practice independently. This new philosophy is possible because of our success in developing our Center for Virtual Care. The center brings students into the virtual OR and actually simulates a real operating room setting so that they can practice those complex procedures. The center is designed to develop the expertise and confidence that they need to provide the very best patient care. It lets the student be the doctor.

Recent studies reveal that students who trained in such a better patient experience. In another study, that same students who received more training were less likely to call admissions to the pediatric clerkship, said students tell Butani said students have described her as “compassionate, warm and dedication to the community.

Each edition of the Faculty Newsletter introduces faculty colleagues who recently joined the UC Davis Health System family. Watch for more new clinical colleagues. Like any training, this is valuable and effective.

SIMULATION TECHNOLOGY IS A POWERFUL TEACHING TOOL

Traditional medical training said the old adage: We do, teach, and then do again. Today at UC Davis, we scrutinize the concept of fully-demonstrated competence before allowing a student to practice independently. This new philosophy is possible because of our success in developing our Center for Virtual Care. The center brings students into the virtual OR and actually simulates a real operating room setting so that they can practice those complex procedures. The center is designed to develop the expertise and confidence that they need to provide the very best patient care. It lets the student be the doctor.

Recent studies reveal that students who trained in such a better patient experience. In another study, that same students who received more training were less likely to call admissions to the pediatric clerkship, said students tell Butani said students have described her as “compassionate, warm and dedication to the community.
Each edition of the Faculty Newsletter introduces faculty colleagues who recently joined the UC Davis Health System family. Watch for more clinical and community colleagues as we open the doors to new faculty colleagues.

SIMULATION TECHNOLOGY IS A POWERFUL TEACHING TOOL

Traditional medical training teaches the old adage: we do, we teach, we do. Today at UC Davis, we emphasize the concept of fully-demonstrated competence established by Domjan. This new philosophy is possible because of advancements in simulation technology. By exploring simulation technology, we are now able to teach and practice clinical skills and to assess patient outcomes at the same time. And due in part to this new simulation training, UC Davis Health System is now developing new simulation techniques and tools that will help future generations of healthcare providers and their patients.

Standardized patient experiences expose both today’s and tomorrow’s health-care professionals. This experience is valuable and effective for all of our health-care colleagues. The simulation environment provides the same clinical opportunities for learners that they would have if interacting with actual patients.

Simulation technology is dramatically changing the way we train health professionals. This training is valuable and effective for all our health-care colleagues. The simulation environment provides the same clinical opportunities for learners that they would have if interacting with actual patients.
Faculty Development Program representative, Cheryl Busman, said in her semiannual newsletter that the School of Medicine has applied for accreditation by the American College of Surgeons. Two applications were submitted last year, and the committee is now reviewing the applications.

"We have already received feedback from the committee," Busman said. "They have made suggestions that we will incorporate into our program."

The applications were submitted last year, and the committee is now reviewing the applications. The committee will make a decision on the status of the program later this year.

Busman said that the accreditation process is important because it ensures that the program meets the high standards set by the college. The accreditation process also provides a framework for continuous improvement and ensures that the program is aligned with the college’s mission.

"Accreditation is important because it provides a benchmark for quality," Busman said. "It also provides a way for us to measure our progress and make improvements as necessary.

"Our goal is to provide a high-quality program that meets the needs of the students and the college," Busman said. "We are committed to ensuring that our program is the best it can be."
The software allows the teacher to simulate various clinical conditions. The simulation can be modified according to patient gender and race, and a hidden condition, such as epilepsy, may be set for the patient. The software's design allows students to train in any simulated environment, including in-clinic or in a hospital setting. The CVC can accommodate classes of six to eight students at various stages of care to further enhance their levels of training.

Medical students, facially blinded and dressed in scrubs, pose during a session simulating a surgery center environment.

The software allows the teacher to modify the simulation according to patient gender, race, and a hidden condition such as epilepsy. The simulation can be modified according to patient gender and race, and a hidden condition, such as epilepsy, may be set for the patient. The software's design allows students to train in any simulated environment, including in-clinic or in a hospital setting. The CVC can accommodate classes of six to eight students at various stages of care to further enhance their levels of training.