Kriti Gwal, M.D., The topics were developed by an iterative process involving faculty and students in the Department of Internal Medicine’s Division of Nephrology, specialists in treatment of diabetic kidney disease. She is conducting research in the molecular mechanisms of diabetic kidney disease.

Board certified pediatric nephrologist William S. Benko, M.D., an associate professor of nephrology, specializes in diagnosis and treatment of neuromuscular disorders. Development of the Faculty Development & Diversity Program was a significant accomplishment, and Inclusion Dialogue subcommittee.

Jennifer Ann Connell, M.D., an associate clinical professor of obstetrics and gynecology, practices general obstetrics and gynecology with an interest in the social determinants of mental health and brain health.

Debra R. Kaine, M.D., an associate professor of psychiatry, is interested in behavioral medicine and health promotion.

Fayaz Saadat, M.D., an assistant professor in the Department of Surgery, has a special interest in the social determinants of mental health.

Allison Stein, M.D., an associate professor in the Department of Psychiatry and Behavioral Sciences, has a special interest in the social determinants of mental health.

Professor Shim is the Luke and Grace Kim Professor in Cultural Psychiatry in the Department of Medicine’s Division of Nephrology, specializes in treatment of diabetic kidney disease.

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The program is a natural progression from the “Year of Wellness” theme. We believe that being a lifelong learner is one of the keys to wellness. We want to help everyone make learning a part of their personal and professional development.

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The yearlong program will consist of a series of events that are applicable throughout the calendar year. It will be a year of discovery around the theme of which includes a schedule of events, a series of webinars, and a “Year of Learning” website.

“Learning and Innovation” theme. We believe that being a lifelong learner is one of the keys to wellness. We want to help everyone make learning a part of their personal and professional development.

The programs will consist of a series of interactive presentations.

Nurturing innovation in teaching

Interprofessional Teaching Scholars Program invite applicants

When Michael Schrick, D.O., sought to diversify his teaching skills, he decided to apply to the Interprofessional Teaching Scholars Program (ITSP). Susan Adams, Ph.D., N.M.T., signed up to ITSP to prepare for her first year of clinical teaching. Both Schrick and Adams composed part of ITSP-ITSP cohort of UC Davis Health faculty members.

It is our belief that the activities that are associated with the “Year of Learning” are bound by common interest in innovating and advancing their careers. The ITSP participants throughout the past two academic years have included faculty members from the School of Medicine, the Betty Irene Moore School of Nursing, and the School of Veterinary Medicine.

Participants don’t necessarily have to be in clinical teaching. Faculty members working in residency and non-clinical areas are eligible, as long as they are interested in learning and teaching with learners.

Call for applications

ITSP is now preparing to welcome applications from faculty members for the 45th year of the program. A call for applications will be emailed to faculty in January. The program accepts faculty members in all series and career levels. Participants, residents, and students are eligible.

“ITSP places an emphasis on faculty development in a variety of settings with a focus on leadership, interprofessional teaching, and research.”

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In teaching, one approach does not fit all learners, or subject matter. An increasingly large body of evidence discourages exclusive reliance on the traditional centered approaches to teaching. Professors are challenged to embrace a variety of new teaching methods that can enhance learning environments.

Creating a positive ‘learning climate’

Khosban Kochai
Nurse Practitioner manages bring public health experience

The Faculty Development and Diversity Program (ITSP) is an important step in the ongoing diversity and inclusion efforts at UC Davis. ITSP offers a variety of activities tailored specifically to the needs of the diverse student body. New medical students in my year entered medical school with a variety of new teaching methods then can enhance learning environments.

Q. What teaching techniques do you use?
A. The ‘Molecular Medicine’ course for which I serve as instructor includes modules on research, clinical, and faculty intensive, which can limit implementation.

Q. In what ways has teaching evolved in medical education?
A. In my 17 years at UC Davis I’ve seen a lot of change in the way we educate medical students. Probably the biggest change has been in our effort to improve patient learning outcomes. We have embraced a variety of new teaching methods that can enhance learning environments.

Q. What can faculty educators convey knowledge more effectively?
A. When we’ve been in our fields for a long time, we may forget what it was like to be a student. It’s important to take a step back and reflect on the level of our learners. Effective teaching first and foremost requires good communication skills – the ability to communicate complex concepts in an accessible manner and in a way that excites students. Communication skills can be developed in a lot of ways, including by taking the time to really listen to what the learners are saying. An important quality is empathy – always put yourself in the student’s position, understand what they need, and then approach your student from that perspective.

Q. What philosophy undergirds your teaching approach?
A. The notion that students will learn better – or can learn only when they are comfortable, is a myth. We all have a tool belt of teaching strategies and can call on whatever is most effective. However, when students feel safe and that their success is valued, they are more likely to engage in some activity that they find interesting and relevant. This can lead to improved learning outcomes.

Q. What techniques do you use to make your teaching more effective?
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Q. What philosophy underlies your teaching approach?

A. In my 17 years at UC Davis I’ve seen a lot of change in the way we educate medical students. Probably the biggest change has been in our effort to move away from a one-dimensional lecture model that had been a mainstay of medical education and to encourage more interactive, collaborative and scenario-centered approaches to teaching.

1. What are some specific initiatives that have influenced your teaching approach, in addition to the Student Diversity Program (SDP)?

A. SDP is one example of an initiative that has influenced my teaching approach. Another one is the Betty Irene Moore School of Nursing’s Interprofessional Team Scholars Program (ITSP), which is designed to develop learning opportunities for faculty members who wish to explore and implement new, interprofessional strategies in their teaching.

2. How can faculty educators convey knowledge more effectively?

A. There are many ways faculty educators can convey knowledge more effectively, but one of the most important is to ensure that the material is accessible and engaging to students. This can be achieved through the use of interactive, multimedia, and hands-on learning experiences. Additionally, faculty members should be encouraged to reflect on their own teaching practices and seek feedback from their students to identify areas for improvement.

3. What teaching methods have you found to be the most effective in enhancing student learning?

A. I have found that group discussions, case-based learning, and the use of technology have been effective methods for enhancing student learning. Group discussions allow students to engage with each other and exchange ideas, while case-based learning helps students apply theoretical knowledge to real-world situations. Technology can also be used to enhance student learning, such as through the use of simulations or interactive software.

4. What role do adaptability and flexibility play in your teaching approach?

A. Adaptability and flexibility are crucial in my teaching approach. It is essential to be able to adjust to the needs of individual students and to the changing landscape of medical education. This requires a willingness to try new methods and approaches, as well as a commitment to lifelong learning and professional development.

5. Do you use any teaching tools or resources to support your students’ learning?

A. Yes, I use a variety of teaching tools and resources to support my students’ learning. These include case-based learning modules, interactive simulations, and online resources such as video lectures and discussion forums. I also encourage students to engage with each other and their peers through group projects and discussions.

6. How do you assess the impact of your teaching on student learning?

A. I assess the impact of my teaching on student learning through a variety of methods, including student evaluations of my courses, assessments of student learning outcomes, and reflections on my own teaching practices. I also seek feedback from my students to identify areas for improvement and to ensure that my teaching is effective and relevant to the needs of my students.

7. Are there any specific strategies or approaches that you have found to be particularly effective in enhancing student engagement and motivation?

A. As the director of education for the Betty Irene Moore School of Nursing, I have found that integrating real-world experiences and case-based learning into the curriculum can be particularly effective in enhancing student engagement and motivation. Additionally, providing opportunities for students to apply their learning in practical settings, such as through community-based projects or clinical rotations, can help to increase student motivation and engagement.

8. How do you manage to balance your teaching responsibilities with your role as Program Manager with the Center for Diversity and Equality?

A. I manage my teaching and Program Manager responsibilities by prioritizing my time and work. I make sure to allocate sufficient time for teaching and student interactions, and I also ensure that I have a support network of colleagues who can help me with my responsibilities. Additionally, I make sure to take care of my own physical and emotional well-being, as this can help to improve my teaching effectiveness and overall well-being.

9. What role do mentorship and networking play in your teaching approach?

A. Mentorship and networking are essential components of my teaching approach. I believe that it is important for students to have access to role models and mentors who can provide guidance and support as they navigate their medical education and career development. Additionally, networking with other professionals and experts in the field can help to provide students with new insights and perspectives, as well as opportunities for professional growth and development.
Khoban Kochai
Not only do they manage bring public health experience
The Faculty Development and Diversity Program (FDDP) is an important step in shifting the diversity QM/DW in the public health field by higher grade in producing region–wide courses for trainees. She supervises the staff members who support faculty and the development of new educational courses. Kochai received her Master of Public Health degree from UC Davis in 2011 and completed her graduate coursework in health education. In 2013, she co-founded the Women in Medicine and Science (WiMS) program at UC Davis to support female students in the sciences. Kochai has been a member of the FDDP team since 2015 and has been involved in the development of new educational courses for the FDDP.

What teaching techniques do you use?
A. The "Molecular Medicine" course for which I serve as instructor involves interactive lectures, small group discussions, and case-based learning. Students work in groups of five, and each group is assigned a faculty member in a discussion about a journal article that they have been assigned to read. We do clinical simulations in a small group setting in our simulation suite. Students are much more engaged when they’re able to participate like that.

What can faculty educators convey knowledge more effectively?
A. When we’re engaged in our fields for a long time, we may forget what it was like to be a student. It’s important to take a step back and reflect on the level of our learners. Effective teaching first and foremost requires good communication skills — the ability to communicate complex concepts in an accessible way and in a manner that excites students. Communication skills can be developed in a variety of ways, including the exchange of ideas with colleagues, and importantly is empathy — always putting yourself in the student's position, understanding what that might feel like, and then approaching your student from that perspective.

What philosophy underpins your teaching approach?
A. My teaching is rooted in the belief that all students are capable of learning. My goal is to help each student achieve their full potential. I am a firm believer in the power of student-centered learning, where students are active participants in their own learning process. I strive to create a supportive and inclusive classroom environment where students feel safe to ask questions and participate in discussions. I believe in the importance of fostering a growth mindset, where students are encouraged to embrace challenges, learn from their mistakes, and develop a love of learning. I am constantly seeking new ways to improve my teaching and incorporate the latest research on effective learning strategies. I am also committed to professional development and regularly attend workshops and conferences to stay updated on the latest trends in education.

In teaching, one approach does not necessarily fit all. In my role as a health care professional educator, I have found that effective teaching involves tailoring strategies to the specific needs and learning styles of individual students. It is crucial to create a diverse set of learning experiences that cater to different learning styles, such as visual, auditory, and kinesthetic. By doing so, I can ensure that all students have the opportunity to engage with the material and develop a deeper understanding of the concepts being taught. I believe that effective teaching requires continuous reflection and adaptation, as well as a commitment to ongoing professional development. I am always seeking ways to improve my teaching and provide the best possible learning experience for my students.
New Faculty WELCOME

Kriti Gwal, M.D., The topics were developed by an “While all learners have preferences, the – sense of community, especially their unique needs and strengthen faculty as partners to strengthen the part of the UC Davis community and Inclusion Dialogue subcommittee. Committee on Equity, Diversity and health. Kochai is a member of the she has been associated since the resource-poor settings.

Joanna Arnold “Coming from the community-

Debra R. Kahn, M.D., Financial Aid

FACULTY

New Faculty WELCOME

Moryan Afkanian, M. D., Ph. D., a board-licensed associate professor in the Department of Internal Medicine’s Division of Nephrology, specializes in treatment of diabetic kidney disease. She is conducting research in the molecular mechanism of diabetic kidney disease.

Jennifer Ann Connolly, M.D., an associate clinical professor of obstetrics and gynecology, practices general obstetrics and works with basic and complicated gynecologic problems. She is trained in diagnostic and interventional radiology techniques.

Diagnostic radiologist Kittu Goyal, M.D., an assistant clinical professor of radiology, specializes in pediatric radiology and has training in endovascular procedures. Her research has included investigation of MRI measurements of the bile duct and pancreatic duct in children.

Payam Sadotii, M.D., an assistant professor in the Department of Surgery’s Division of Pediatric Surgery, specializes in general surgery including congenital anomalies and treatment of complex pediatric conditions.

Buth Shinn, M.D., M.P.H., is the Luke and Grace Kim Professor in Cultural Psychiatry in the Department of Psychiatry and Behavioral Sciences. Her research includes longitudinal studies of mental health and mental health inequalities.

Mary Pease, program coordinator for the Randall-Krannert Family Faculty Development Program, which offers bi-annual workshops to all faculty and community members interested in professional development.

UC Davis Health, Faculty Development and Diversity

Marilyn Schick, M.D., director of faculty development, and Roy G. Blank, M.D., director of medical education, launch the “Year of Learning” theme.

Michael Schrick, M.D., O.T.R., L.T., L.E., is director of the Admissions Office for the Interprofessional Teaching Scholars Program and a member of the faculty development committee.

The yearlong program will consist of nine topical presentations: Life-long learning for professional or personal renewal; impact of technology on learning; support for learners with disabilities.

The Interprofessional Teaching Scholars Program (ITSP) is a professional development program for faculty members in all series and levels of experience who have a passion for advancing their teaching skills. ITSP classsize is limited to a maximum of 15 participants for the duration of the program.

For the first year, the Interprofessional Teaching Scholars Program is the only program of its kind to be offered by UC Davis Health.

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CONTINUED ON PAGE 4
Kriti Gwal, M.D., a board-certified pediatric neurologist in the Department of Internal Medicine’s Division of Neurology, specializes in diagnosis and treatment of neurogenetic disorders, developmental delay, behavior problems, and tic disorders. Her research interests lie in neurogenetics, telemedicine and educational neurology.

Inclusion, and is chair of the Diversity and Inclusion Dialogue subcommittee. In addition to leadership at UC Davis and based organizations in Sacramento early 2000s. She also is actively includes serving on the board for resource-poor settings.


- Lifelong Learning
- Lifelong Learning and Brain Health
- Lifelong Learning With Innovation and Education
- Lifelong Learning With Innovative Teaching
- Lifelong Learning With Going Young
- Learning Something New
- Learning How to Learn
- Learning About Being Grateful

The topics were developed by an ITSP member committee of faculty, staff, nurses, students, residents, and faculty. If you are interested in participating, please contact the Faculty Development and Diversity Program office at 916-703-9230 or faculty.development@ucdmc.ucdavis.edu. UC Davis Health faculty members. The ITSP participants throughout the past four academic years have included faculty members from the School of Medicine, the Betty Irene Moore School of Nursing, and the School of Veterinary Medicine, as well as student council faculty members.

Call for applications
ITSP is now preparing to welcome applications from faculty members for the 2017–18 academic year. A call for applications will be emailed to faculty in January. The program accepts faculty members in all series and ranks (including residents, fellows and students, who are eligible).

Participants don’t necessarily have to be in clinical teaching. Faculty members working clinically or even nonclinical areas are eligible, as long as they are working with learners.” said ITSP Director Craig Keenan, M.D., professor of clinical internal medicine. The educator training program was developed to help participants apply educational theory in health professions education, improve collaboration among disciplines, and promote innovation.

CONTINUE ON PAGE 4