2024

Thrive: Success Strategies for the Modern-Day Faculty Member

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THRIVE

*Success strategies for the
modern–day faculty member*
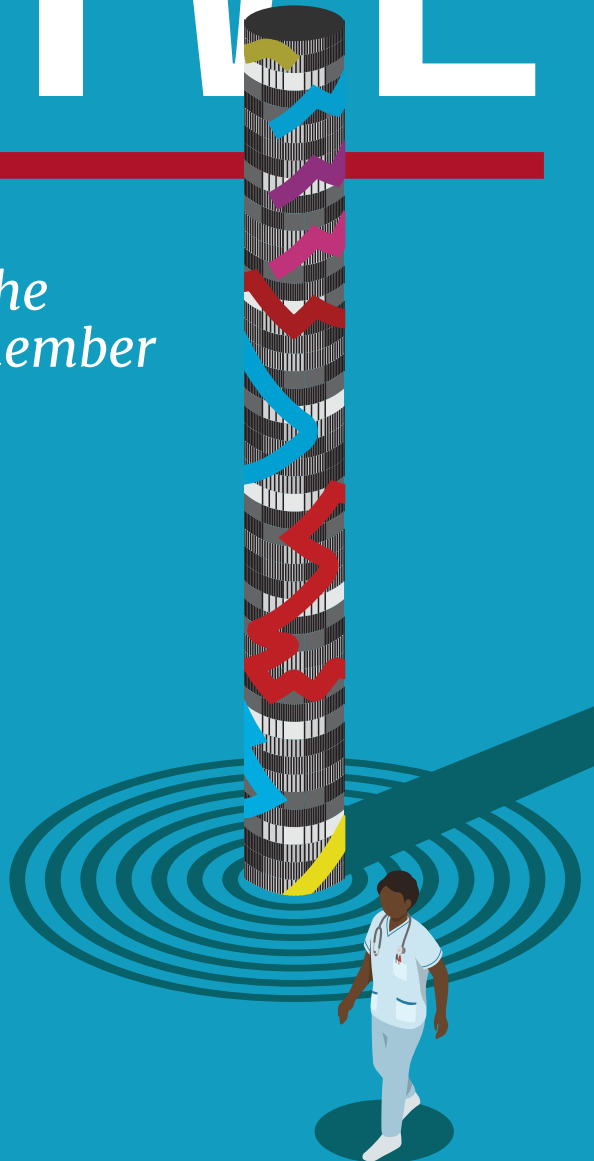
Invest in yourself.
Learn.
Teach.
Lead.
Heal.
Grow.
THRIVE

UNMC℠

FACULTY DEVELOPMENT

CUT THROUGH THE CLUTTER
STRIVE TO THRIVE

Confession: when I observe busy, heads-down, thumbs-going colleagues on walks across UNMC's Omaha campus, the music playing in my head (no earbuds required) is *The Flight of the Bumblebee*.

If you're familiar, I suspect your blood pressure ticked up a few digits as your brain tried to keep up with the fluttering, chaotic mess of rapidly changing melismatic musical material. If you're not familiar, pause here to look it up—I recommend having a seat first.

For you, the day-to-day reality of being an academic medical center faculty may evoke a similar soundtrack, volume turned high. Schedules are full, life is fast, demands are high, and disruption is certain. Add in the high-stakes pressure to execute fully, perfectly, and now.

So, what? How can you clamber through the chaos of the clinic, the classroom, the conference call (not to mention kids' upcoming cheer competitions and college visits), and survive with even a semblance of the day remaining for your own growth and well-being?... All of this was the worldly context that inspired the first edition of THRIVE—in 2019. (Now, join me on a mental exercise to *remember just how very extraordinarily simple life was in 2019.*) Indeed, recent years have added complexities to already burdensome loads, amplifying the need for survival mechanisms.

Phew. Deep breath.

Our aim with THRIVE is not to create another survival mechanism (though you'll find some good ones here). Our aim is to leverage the great talent among our workforce to spread ideas and strategies to *thrive*. These pages have been thoughtfully compiled with diverse input from those **who want to make the world better, improve our systems, and *help you succeed.*** The content is designed to be digested both quickly and slowly. You could reasonably find an actionable suggestion within these pages after reading for just 90 seconds. You could also spend the better part of an hour on a single entry, digging through the additional resources or generating long and meaningful discussions with your team, a colleague, or mentor.

Turn down *The Flight of the Bumblebee* or whatever other ludicrous melody might be on repeat in your brain. Let's go forward with a tune where *you* control the beat.

ERIC BLOOMQUIST, MA
Faculty Development

CONTENTS

CONTENTS

The THRIVE collection is intended to help faculty thrive in their roles as educators, scholars, researchers, clinicians, and as humans. Each section contains a variety of thought-provoking topics designed to be easily digested, guide personal reflection, and inspire action.

THRIVE can help:
- individuals study topics on their own.
- groups facilitate topical discussion.
- leaders and planners strategically insert faculty development into existing meetings.
- identify institutional experts.

Need more copies?
Contact Faculty Development to purchase physical copies of the THRIVE collection. Digital copies, including single-page downloads, are available at **go.unmc.edu/THRIVE**.

facdev@unmc.edu | unmc.edu/facdev

THRIVE

Success strategies for the modern-day faculty member
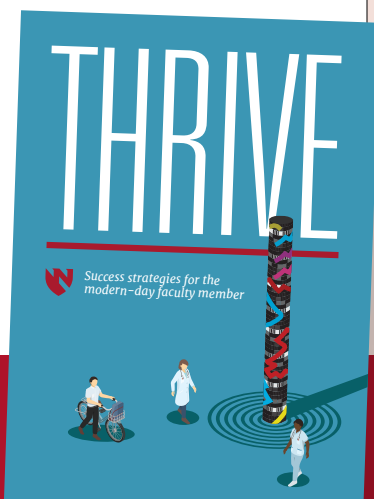
"LEADING IS NO SMALL TASK. WITHIN ALL REALMS OF AN ACADEMIC HEALTH SCIENCES CENTER, LEADERSHIP REQUIRES **DECISIVE COURAGE** AND STEADFAST OPTIMISM FOR A BRIGHT FUTURE. IT REQUIRES A COLLABORATIVE SPIRIT THAT BALANCES FOCUS WITH FLEXIBILITY AND **EMPOWERS OTHERS** TO REIMAGINE THE POSSIBILITIES. LEADERSHIP NECESSITATES HUMILITY AND CURIOSITY TO LISTEN WHILE GRAPPLING WITH THE COMPLEX PROBLEMS AND OPPORTUNITIES BEFORE US.

BY HARNESSING THESE KEY TENETS, **EVERY FACULTY** MEMBER AT UNMC **CAN THRIVE** AS A TRANSFORMATIVE LEADER, REGARDLESS OF TITLE, RANK OR POSITION. NO MATTER WHERE YOU ARE ON YOUR LEADERSHIP JOURNEY, YOU HAVE THE POWER TO MULTIPLY YOUR EFFECTIVENESS AND IMPACT."

H. DELE DAVIES, MD, MS, MHCM
Interim Chancellor

LEADING

yourself and others

ANSWERS ARE CHEAP.

A leader's value is in their questions.

From Kevin Kelly's 2016 (yes, 2016!), book **The Inevitable:**

Very soon now, we'll live in a world where we can ask the cloud, in conversational tones, any question at all. And if that question has a known answer, the machine will explain it to us. Who won the Rookie of the Year Award in 1974? Why is the sky blue? Will the universe keep expanding forever? Over time the cloud, or Cloud, the machine, or AI, will learn to articulate what is known and not known. At first it may need to engage us in a dialog to clarify ambiguities (as we humans do when answering questions), but, unlike us, the answer machine will not hesitate to provide deep, obscure, complex factual knowledge on any subject—if it exists.

... So at the end of the day, a world of supersmart ubiquitous answers encourages a quest for the perfect question. What makes a perfect question? Ironically, the best questions are not questions that lead to answers, because answers are on their way to becoming cheap and plentiful. **A good question is worth a million good answers.**

A good question is not concerned with a correct answer.

A good question ...

- cannot be answered immediately.

- challenges existing answers.

- is one you badly want answered once you hear it, but had no inkling you cared before it was asked.

- creates new territory of thinking.

- reframes its own answers.

- is the seed of innovation in science, technology, art, politics, and business.

- is a probe, a what-if scenario.

- skirts on the edge of what is known and not known, neither silly nor obvious.

- cannot be predicted.

- will be the sign of an educated mind.

- is one that generates many other good questions.

- may be the last job a machine will learn to do.

A good question is what humans are for.

READ MORE: Kelly, K. (2016). *The Inevitable: Understanding the 12 Technological Forces that Will Shape Our Future.* Penguin Books.

CORE VALUES EXERCISE

Abundance Acceptance Accomplishment Accountability Accuracy Achievement Adaptability Adventure Affection Alertness Ambition Assertiveness Attentive Authenticity Awareness Balance Beauty Boldness Bravery Brilliance Calmness Capable Careful Caring Certainty Challenge Charity Cleanliness Clear Clever Comfort Communication Community Compassion Competence Confidence

Consistency
Contribution
Courage Courtesy
Credibility Curiosity
Dedication
Determination
Discipline Diversity
Endurance Energy
Enthusiasm Equality
Experience
Exploration
Family Fearless
Focus Foresight
Freedom Friendship
Giving Goodness
Growth Happiness
Health Honesty
Humor Imagination
Individuality Inner
Insightful Inspiring
Intuitive Joy
Knowledge
Learning Logic Love
Maturity Meaning
Motivation
Openness Optimism
Originality Passion
Peace Playfulness
Power Productivity
Prosperity Purpose
Reliability
Responsibility

Contentment
Control Cooperation
Creativity
Decisiveness
Dependability
Devotion Dignity
Efficiency Empathy
Enjoyment
Ethical Excitement
Expertise
Fairness Faith Fame
Fidelity Fitness
Forgiveness
Fun Generosity
Grace Gratitude
Hard Work Harmony
Honor Humility
Independence
Harmony Innovation
Integrity Intelligence
Justice Kindness
Lawful Leadership
Loyalty Mastery
Moderation
Obedience
Order Organization
Patience Patriotism
Poise Positivity
Professionalism
Quality
Recognition Respect
Restraint

How you show up in the world is determined by your **core values**. Getting clear on what is most important is a critical first step in navigating life, work, and leadership.

1 Circle the top 10-15 values around the page that most resonate with you.

2 Make a second pass, narrowing down to your top 3-5.

Results-oriented Rigor Security Self-actualization Self-development Self-reliance Self-respect Selfless Sensitivity Serenity Service Sharing Silence Simplicity Sincerity Skillfulness Solitude Speed Spirituality Stability Status Stewardship Strength Structure Success Support Surprise Sustainability Teamwork Temperance Thankful Thorough Thoughtful Timeliness Tolerance Toughness Traditional Tranquility Transparency Trustworthy Understanding Uniqueness Unity Vision Vitality Wealth Welcoming Winning Wisdom

HOW TO LIVE OUT YOUR VALUES

- **Make them actionable:** Identify aspirational daily behaviors to embody your values through deeds.
- **Keep them close:** Write your values down, and display them where you'll see them regularly.
- **Center your life on them:** Consider your values when making decisions, having critical conversations, and evaluating your daily, monthly, and yearly priorities.

A values exercise like this one is a good activity for team retreats, starting a new project, or reflecting at the turn of a year.

Were you taught to compartmentalize? Containing a situation is a great skill. But what if we are walking away from data contained in the nagging feeling that follows an interaction?

Emotional intelligence work helps you **understand and utilize the data in your emotions**. Often, the skills we have learned are only partial solutions in our journey toward our best selves. Developing emotional intelligence is a purposeful investment that helps fine-tune and advance an array of skills.

e·mo·tion·al in·tel·li·gence

noun

1. The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Oxford

Why invest in emotional intelligence in health care?

"Leaders who are able to exhibit high degrees of emotional intelligence (EI), particularly in how they manage their own emotions and react to the emotions of others, demonstrate better clinical outcomes, greater professional satisfaction, increased empathy, and improved teamwork within health care organizations."

| Improved Teamwork | Enhanced Work under Pressure | Better Quality of Care | Increased Empathy | Greater Career Satisfaction |

A Path toward Emotional Intelligence:

EQ-i2.0: This inventory changes over time so you can see where you are at now with stress management, self-perception, self-expression, decision making, and interpersonal metrics, and how to work toward better balance for the future.
> *See a sample EQ-i report (go.unmc.edu/eqi)*

Coaching: Work with a coach to develop your emotional intelligence skills.
> *go.unmc.edu/cc*

Mindfulness: Working on mindfulness leaves more space to have perspective and insight for yourself and others.

Keep Learning: Emotional intelligence courses are broadly available including health care specific options.

JAYME DOWDALL, MD
College of Medicine

Humans are more complex than what meets the eye. Explore the Atlas of Emotions to learn the science behind emotional triggers, and build strategies to understand and respond to emotions.

go.unmc.edu/eqatlas

JOHARI WINDOW
Self–Awareness Tool

KNOWN TO SELF

NOT KNOWN TO SELF

KNOWN TO OTHERS

NOT KNOWN TO OTHERS

OPEN SELF

Represents information you know about yourself and which others know about you.

BLIND SELF

Represents information about you that others know but you do not know.

HIDDEN SELF

Represents information about you that you know but others do not know.

UNKNOWN SELF

Represents information about you that is unknown to you and others.

UNMC's Creative Coaching program offers free coaching to faculty. Review the coach directory, find additional resources, and meet with a coach at **go.unmc.edu/cc**

CREATIVE COACHING
go.unmc.edu/cc

The Bullseye of Work
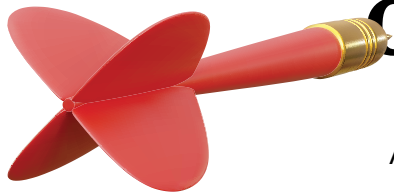
A PROFESSIONAL ALIGNMENT CHECK

A key skill of any successful professional—no matter what role they play—is to continuously evaluate alignment. This illustration can provide some clarity in three scenarios (working clockwise around the image):

- If you are passionate about your work, and your organization needs your important work, BUT you don't have the skills to reliably deliver results in this area, both you and the organization are going to feel tensions from poor job performance.
- If you have some awesome skills in a specific area, and your organization needs those skills to drive its mission, BUT you have no real passion for that work, you're likely on a short road to burnout.
- If you have beneficial skillsets, and a passion project that energizes you, BUT your organization has no real value for that project at this time, it's likely that your project may fall in the hobby-zone.

What can you do when you sense that you, your boss, your department, or your vision for the future are not in alignment?

1. Meet with a coach or mentor to explore options for forward movement.
2. Complete the "Core Values Exercise" (page 9) to clarify what is most important for you.
3. Schedule coffee with your boss to co-create strategies or pathways to re-align outcomes.
4. Fine-tune or develop your "Personal Board of Directors" (page 15) to help you design meaningful action steps.
5. Resist adopting a "wait and see" or victim mentality and exercise control over your own destiny.

YOUR SKILLSET

YOUR PASSION

ORGANIZATION'S NEEDS

RISK
Initiative that's stuck as a hobby or pet project

RISK
Burnout!

RISK
Poor job performance
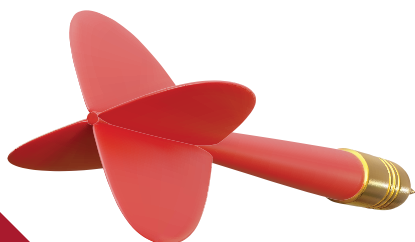
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KARI SIMONSEN, MD, MBA
College of Medicine

READ MORE: Borman-Shoap, E., Li, S.T.T., St Clair, N. E., Rosenbluth, G., Pitt, S., & Pitt, M. B. (2019). Knowing Your Personal Brand: What Academics Can Learn From Marketing 101. *Academic Medicine*, 94(9), 1293-1298.

Questions for Coaching

Coaching is a useful skill to foster excellence and growth in academia and health care. These sample questions can serve as a coaching guide for working with patients, learners, mentees, or colleagues.

20

1. What have you tried so far?
2. What would you like to accomplish?
3. What outcome would be ideal?
4. What are your strengths?
5. What actions are you avoiding?
6. What matters most to you right now?
7. What would you like to do first?
8. What is your vision?
9. What is within your control?
10. What are your colleagues expecting?

11. What is your plan?
12. What are the obstacles?
13. What are your options?
14. What are the possible consequences?
15. What has worked in the past?
16. What will change?
17. What metric would indicate success?
18. What will be the impact on the team?
19. What step can you take today?
20. What wellness plan will you prioritize?

UNMC's Creative Coaching program offers free coaching to faculty. Review the coach directory, find additional resources, and meet with a coach at **go.unmc.edu/cc**

CREATIVE COACHING
go.unmc.edu/cc

WHO'S IN YOUR NETWORK?

Strategies for a Strong Professional Network and Career Advancement

Social capital is an important factor associated with job satisfaction, work engagement, and scholarly productivity. Mentors and coaches can be valuable in helping faculty of all career stages evaluate their current network. Network illustrations and analysis can help identify opportunities for network enhancements and professional outcomes.

What is the perfect network?

The network to meet your interests, projects, and professional goals!

This network has contacts with a variety of skill sets and work locations. The network includes 35 contacts with 28% interconnectedness (density) between contacts.

Legend:
- ● Faculty Member's Professional Network
- ● Same Department, Same Institution
- ● Same Department (field), Different Institution
- ● Different Department (field), Same Institution
- ● Different Department (field), Different Institution
- ● Not in Academia (i.e. clinical practice)

Faculty Member

This network has contacts with a variety of skill sets and work locations. The network includes 13 contacts with 19% interconnectedness (density) between contacts.

Key Points for Consideration

1. High performers with substantial scholarly productivity are eager to learn and get involved with new connections (i.e. collaborators), resulting in manuscripts and presentations as co-authors.

2. To be productive, build upon previous and current networks to develop new connections outside your discipline and institution (i.e., leveraging existing contacts to establish new ones).

3. New connections can happen through 'happy accidents' but can more reliably be done with planned and purposeful strategies, paying attention to diversity within your network.

4. Be open to new relationships without expectations of immediate outcomes and avoid worries of failure, insecurity, or lack of knowledge.

BETSY J. BECKER, PT, DPT, PhD, CLT-LANA
College of Allied Health Professions

VICTORIA KENNEL, PhD
College of Allied Health Professions

Personal Board of Directors Worksheet

Everyone needs a Personal Board of Directors. A diverse group of people you reach out to for advice, feedback, and insight. An information powerhouse to lean on as you advance your career and passions in life. Who does (or could) serve in these roles for you?

☐ **THE CHEERLEADER:**
Lifts your spirits; champions you

☐ **THE COMPASS:**
Guiding light; reminds you of your core values

☐ **THE CONFIDANTE:**
For venting; for listening

☐ **THE CRITIC:**
Challenges you; tells it like it is

☐ **THE EXPERT IN YOUR SPECIALTY:**
Your go-to for resources

☐ **THE PERSON WHO CAN DO THE THING:**
Can always answer, "How would I...?"

☐ **THE ASPIRATION:**
The person you want to be when you grow up

☐ **THE PEER:**
They are where you are

☐ **THE CONNECTOR:**
They introduce; they make connections

☐ **THE SPONSOR:**
Puts your name in (awards, jobs, and more)

☐ **THE ONE WITH THE GOOD ADVICE:**
Gives great feedback; is honest with you

☐ **OTHER:**

☐ **OTHER:**

Learn more through the A Different Kind of Leader Podcast series, Episode: Leadership Toolbox, November 19, 2020.

KATIE BRANDERT, PhD, MPH
College of Public Health

PICTURE YOUR STRATEGY

Every opportunity, process implementation, change initiative, or decision can be more thoroughly considered through four frames, or perspectives. Likewise, avoiding or missing an important perspective can lead to peril. The four frames are useful ways for individuals, leaders, communities, and teams to understand and discuss the world around them. They are effective tools for team retreats, strategic planning, and timing growth initiatives.

HUMAN RESOURCE FRAME

- What do the people need to be highly succesful?
- How will people be supported or empowered through a growth challenge?
- Do we have the right composition of resources, skills, and/or talent to achieve this goal?

STRUCTURAL FRAME

- Do we have the systems in place to reach our goal? Are there efficiency gains?
- Is progress toward our goal measurable? How will we know our strategy is working?
- What are the responsibilities, metrics, and deadlines? What's the plan?

THE FOUR-FRAME APPROACH FOR CONSIDERING CHANGE
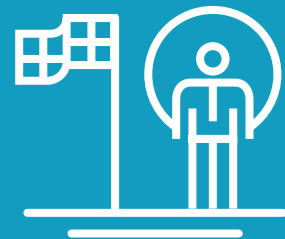
POLITICAL FRAME

- Who holds the power, controls the resources, and has influence? Who are the advocates?
- Are there known difficult choices or conflicting interests? What are the risks?
- Who should be at the table to fully leverage time and resources? Can we activate our network?

SYMBOLIC FRAME

- How will decisions, words, and actions be interpreted?
- Is the vision compelling or motivating? What stories will/should we tell?
- How will we celebrate individual or team successes? How will people feel valued and seen?

H. DELE DAVIES, MD, MS, MHCM
Interim Chancellor

READ MORE: Bolman, L. G., & Deal, T. E. (2021). *Reframing Organizations: Artistry, Choice, and Leadership.* John Wiley & Sons. Edmondson, A. C. (2018). The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth. John Wiley & Sons. PMC10858327.

6 CRITICAL CONVERSATIONS IN STRATEGIC PLANNING

IS THE MISSION AND VISION CURRENT?

- Does everyone know the mission and vision?
- Can everyone communicate mission and vision to consumers?
- Are the mission and vision relevant for the future?
- Are the mission and vision inspiring?

WHAT WILL IT COST?

- What is the price of no action?
- What is a plan for sequenced action?
- What is the cost of under-performance?
- Is the juice worth the squeeze?

WHAT ARE THE BIG DREAMS OF THE UNIT?

- What would we change to or from?
- What is nice to have and must have?
- What do we want life to be like in the future?
- If not now, when?

WHERE'S THE EVIDENCE?

- What are the key data sources?
- What data needs to be collected or already exists?
- What degree of change signals success?
- How will we analyze data or metrics?

WHO'S ACCOUNTABLE FOR WHAT?

- Who are the leaders and followers?
- What are the timelines?
- Are deadlines realistic?
- How will we reward the work of teams?

WHAT FORCES ARE IN PLAY?

- What keeps people awake at night?
- What is in our control?
- What is the political lens on this change?
- Can we adapt or reposition?

BUILDING YOUR CHANGE SKILLS

Change has become a word that many hope not to hear! Why? Because change requires us to transition from one way of doing business to a new way of doing business. Steve Jobs was once asked, "What is the most important skill you look for in a new hire?" His response was challenging, "the ability to change on a dime, because the way we do business today may not be the way we do business tomorrow." Or what was shared at the 2017 EY Innovation Realized Conference, "You can't do today's job with yesterday's methods and be in business tomorrow." Change leads to growth and opportunity!

The inability to embrace uncertainty and reimagine new ways of doing business can leave an organization stagnant and paralyzed!

LEPAINE SHARP-McHENRY, DNP
Dean, College of Nursing

Change is a normal part of life in every organization. To lead in your field, you must be open to change, embrace change, and plan for change.

THREE TYPES OF CHANGE:

1. Developmental change.
An organization implements change that improves on current processes and procedures.

2. Transitional change.
An organization moves away from its current way of doing business to a new way of doing business.

3. Transformative change.
Radical change that fundamentally alters the culture of an organization.

Regardless of the change, the method of approach is critical to a successful transformation. These five building blocks can contribute to successful change in any organization.

1
CULTURE

Merriam Webster defines "culture" as the set of shared attitudes, values, goals, and practices that characterizes an institution or organization. Culture is the foundation for implementing successful change. A culture that can allow itself to morph and transform is built on trust characterized by an environment where psychological safety exists. Relationship building and transparency lays the groundwork on which this trust is built. When these elements become a part of the very fabric of an organization, a culture is built that fosters ongoing change.

> ## "To improve is to change;
> ## to be perfect is to change often."
>
> **—Winston Churchill**

2 COMMUNICATION

The ability to be clear, concise, consistent, and frequent in communicating your vision in the organization is critical to successful transformation. Change can be frightening to many. With clear messaging, it prevents people from creating their own story to gain clarity due to a lack of information. Information is power, you cannot share your vision enough!

3 COMPASSION

The ability to express and exhibit true concern for those who are struggling, suffering, or experiencing difficulty during a transition is key to gaining their support. This quote, "seek to understand before being understood" that was shared with me many years ago can inform leaders on the importance of listening to determine how best to provide support. Compassion cannot be understated or viewed as weak but instead a sign of genuine care for others.

4 CONVICTION

Leading with conviction during the process of change conveys that you are confident and convinced that the decision you have made is in the best interest of the organization. Having a strong conviction about your decision is oftentimes threatening to others resulting in "why" questions. This is not the time to back down but instead an opportunity to answer questions with clarity and certainty.

5 COURAGE

UNMC ITEACH values defines courage as the ability to "make the tough decisions. Have no fear of failure in the pursuit of excellence. Admit mistakes and learn from them." While courage requires boldness, it also demands humility. It takes courage to tackle the hard, tedious process of change—but it's better to lead the way than to be pulled along! Addressing difficult situations head on is the best way to tackle change.

LETTER OF RECOMMENDATION CHEAT SHEET

Letters of Recommendation are essential components of applications throughout academia. Use best practices to mitigate bias, objectively highlight competencies, and enhance your letters.

Use performance-based adjectives to evaluate milestones and activities:

	Milestones/Activities	Performance-based Adjectives
Knowledge	Studies the literature, constructs differential diagnoses, applies clinical reasoning	Accurate, articulate, competent, sound, deductive, analytical, adept, advanced, proficient, skilled, measured, logical
Professionalism	Seeks/incorporates feedback, maintains confidentiality, balances autonomy with asking for help, recognizes boundaries, takes initiative, follows through	Respectful, reliable, prepared, timely, receptive, ethical, proactive, challenge-oriented, trustworthy, disciplined, productive, aware
Interpersonal & Communication Skills	Builds rapport, discusses serious topics, engenders trust, contributes to health care team, facilitates understanding, cooperates	Clear, responsive, understanding, collaborative, humble, honest, supportive, calm, empathetic, tactful, thoughtful, team-oriented, non-judgmental, personable, attentive, approachable
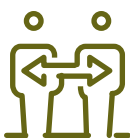
AVOID ACCIDENTAL DIMINISHERS:

Caution:	Consider instead:
"She was quiet, yet participatory."	*Adopt positive framing within comments.* "She listens, and she participates thoughtfully."
"She was warm, caring, and empathetic." (as the only descriptors)	*Temperature is not a competency.* Describe clinical skills, knowledge, and interactions with patients and team.
"He worked hard through the rotation."	*Connect effort to accomplishments.* "His hard work creating a discharge plan led to our team safely discharging the patient home."
"He did well despite his many outside responsibilities."	*Qualified language detracts from accomplishments.* "He contributed to the team by doing…"
"Compared to other people with his background, his performance was…"	*Avoid comparison, particularly in stereotyped ways.* "He successfully performed the following key clinical tasks for this clerkship…"

1 BILLION people in the world—1 of every 8 people—are now living with obesity, according to the World Health Organization.

Obesity in adults has more than DOUBLED in the last three decades and QUADRUPLED in children and adolescents.

800M 900M 1 BILLION 1.1b

Lb

OBESITY BIAS

Recognizing Hurt, Reducing Shame.

The proportionally rising risks of weight bias and stigma can lead to increased complications and mortality independent of weight or BMI, and are important for all health care professionals to mitigate.

Obesity Bias: Negative attitudes, beliefs, judgments, stereotypes and/or discriminatory acts aimed at individuals simply because of their weight.

Obesity Stigma: Acting on weight-biased beliefs.

Recognizing and mitigating obesity bias is essential to optimize health outcomes for all patients.

Change the Global Obesity Narrative

1. Distinguish between body size and obesity.
2. Use non-stigmatizing language and imagery.
3. Engage in weight-neutral health promotion.
4. Engage in legislative and policy efforts to reduce weight stigma.
5. Promote human rights-based approaches to tackle weight stigma and discrimination.
6. Raise awareness of weight stigma.
7. Increase the global evidence base.

Change of Obesity Bias, One Patient at a Time

1. Use patient first language; "the patient with obesity", not, "the obese patient".
2. Build empathy by individuating; put yourself in the patient's shoes and appreciate their perspective and unique challenges.
3. Practice patient communication skills in this area of health care; utilize simulation and role playing.
4. Create a zero-tolerance policy for inappropriate behavior/language in the clinical setting.
5. Reduce stigma by having positive interactions with people with obesity.
6. Help patients "accept" that weight loss is not physiological and "commit" to a focus on overall health and wellbeing.

BIRGIT KHANDALAVALA, MD
College of Medicine

JESSICA KORAN-SCHOLL, PhD

BUILDING A SECOND BRAIN

DO YOU EVER FIND YOURSELF…

Searching your email over and over for a file…

Forgetting what you named a file…

Googling something you know you've downloaded several times…

You are not alone.

Tiago Forte, creator of Building a Second Brain, developed a personal knowledge management system for digital note taking that allows him to "live a life of creative and intellectual exploration without sacrificing security and quality of life." Finally!

How to BUILD YOUR SECOND BRAIN

1. Pick a digital note taking tool (Evernote is one, or contact Academic Technologies to discuss more options).

2. Set up a personal system to capture and distill files and information.

3. Organize with the PARA system.

P A R A

PROJECTS
Things I'm actively working on

EXAMPLES

Airway Course Summer Camp

Promotion & Tenure Packet

PSLF Application

AREAS
My roles and responsibilities

EXAMPLES

Productivity

Health

Travel

Finances

RESOURCES
Things I'm interested in

EXAMPLES

Emotional Intelligence

Recipes

Gardening

Slide templates

ARCHIVES
Completed or inactive

EXAMPLES

Completed events

Testing (Strengths, Hogan, Enneagram)

Conference packing list

JAYME DOWDALL, MD
College of Medicine

FOR A DEEPER DIVE
- Read Tiago's two best-selling books, *Building a Second Brain*, and *The PARA Method*
- Peruse Dr. Ali Abdaal's (BASB course alum) YouTube channel
- FREE resources around electronic systems of organization, check out Forte Labs (fortelabs.com).

> *"There is no power greater for change than a community discovering what it cares about."*
> — **Margaret Wheatley**

WHAT TO DO IF THE SYSTEM IS BROKEN?

When you can't change the system, how can you find ways to thrive within it? How can you do your part in correcting course? How can you preserve hope while supporting action? Doing so will take trust, creativity, courage, and skill in leveraging sociological capital. It may be difficult, it may be counter-intuitive—and it may be costly. Yet, in the calculation, consider the cost of not acting—**if the broken system is producing broken results, what is the real cost to maintaining the status quo?**

WHERE TO START?

First, identify a big, hairy, macro-level problem. Break it down by asking key questions:

» What barriers are preventing progress toward sustainable change?

» How can you **quantify the unquantifiable**. What is the **business case** for investing in what you know will chip away at the *real* problem. What data will you need?

Identifying areas for system-wide improvements is not always intuitive. Consider if accepted practice is really the best option using what you've quantified. One analysis suggests that when physicians are allowed more time with patients, the negative impact on productivity metrics is countered by more positive health outcomes, fewer repeat hospitalizations, more satisfied patients (and physicians), and very likely overall savings on the health care system.

» To better interpret findings, what **qualitative data might support your case?**

» What **relationships** must be established and strengthened to make a financially counter-intuitive decision? What types of capital need to be present or built?

Complex problems are often complex because of their breadth of impact across communities and stakeholder groups. Our departments, our institutions, our city, state, and national governments do not operate in silos. Solutions to complex problems must involve broad audiences for successful implementation.

» How will you **communicate the successes** of bold decisions to the stakeholders who matter?

Your messaging must be pithy, succinct, and tell a powerful story that relates and connects with others.

» Involve others to build collective wins and buy in. Build momentum in your own area, and celebrate success. These wins lead to positive, systems-level changes. As you experience change-related stressors, continue to ask what **practices for your own well-being do you need to have in place** to protect your energy while growing your influence?

STEVE WENGEL, MD
Campus Wellness

HEIDI KEELER, PhD
Community Engagement

ERIC BLOOMQUIST, MA
Faculty Development

MULTI-DISCIPLINARY COLLABORATIVE TEAMS ARE LIFE SAVERS!

We live in a system full of experienced and brilliant potential collaborators. With limits on everyone's time, you must catch collaborators' interest and share a common goal and compelling vision to get past the first hurdle.

If someone tells you it can't be done, redefine the problem, approach it from a new angle, or perhaps talk to someone new. **With the right team, anything is possible.**

IDENTIFY COLLABORATORS
Thoughtfully form a team with a mix of skills and expertise to get the job done. Invite them to help or refer you to someone who can.

SHARE THE VISION
Craft a message and delivery that resonates across the group.

DREAM TOGETHER
Brainstorm different scenarios and include big and small ideas.
- **Start up and Sustain:** The bare minimum to establish and sustain the project.
- **Project Growth:** Stretch the reach and capacity of the project.
- **Dream Big:** Define an out-of-the-box plan with no limits.

PLAN THE STEPS
Define roles and expectations from beginning to end.

Project ADAM ®
SAVES LIVES

LED BY

Children's NEBRASKA

Smart, intentional collaborations work! Project ADAM was founded in memory of a high school senior who did not survive sudden cardiac arrest. As part of a health care affiliate site of ProjectADAM, a collaborative, cross-functional team at Children's Nebraska has made a life-saving impact:
- 101 "Heart Safe" organizations across Nebraska, protecting >55,700 children.
- Four grants uniting hospital and community donors
- Four lives saved by school staff at pending Heart Safe sites
- Multiple presentations, including Eight at the national level

Read more about the success of Project ADAM Nebraska: **go.unmc.edu/ADAM**

KIM CASTELLANO, MEd; HOLLY DINGMAN, MS, RD; LUANN MILL, RN; MATT SORENSEN, MD
Children's Nebraska

A BUSINESS CASE FOR COLLABORATION

Collaboration is a necessary part of working in academic health sciences.

Lay the groundwork for efficiency, positive relationships, and shared success at the beginning of any collaborative endeavor.

VALUE PROPOSITION

- What is the purpose of this collaboration?

- How will the collaboration enhance work?

- How would success be measured?

- Will efficiencies allow new/better opportunities?

IMPACT ON TARGET GROUPS

- Which people or groups are affected?

- How will those inside/outside perceive the team?

- What unintended consequences might occur?

KEY RELATIONSHIPS

- How will others be informed of this collaboration?

- Who are the stakeholders benefiting from this collaboration?

- How will leader support be secured?

KEY ACTIVITIES

- What activities does this collaboration involve?

- What is needed to support logistics and success?

- What revenue streams needed to support collaboration?

DELIVERY LOGISTICS

- What are the estimated timelines of work?

- What are the space, technology, or communication needs?

- How will data be stored?

CRITICAL RESOURCES

- Does faculty/staff time for critical functions?

- How will labor be distributed?

MONEY

- Is the juice worth the squeeze?

- What are the expected savings?

- Are you anticipating opportunities, grants, etc?

TAKING THE LONG VIEW

Using a 9-Box Tool for Developing UNMC Talent

The following 9-box matrix is one tool to help both leaders and faculty evaluate *readiness for what's next*.

Leaders can elevate the depth and breadth of talent within the department. Faculty can self-assess and frame future-focused conversations with their boss.

9-box tools can be customized and adapted for succession planning, creating individualized developmental goals, and more.

	BEGINNING/NOVICE (ready in 3-7 years)	GROWING/DEVELOPING (ready in 1-2 years)	HIGH/CONSISTENT (ready now)
HIGH POTENTIAL	**ASPIRING POTENTIAL** • Limited depth of experience. • Advancing skills and competence. • Trust and consistency developing. • Articulated desire for more responsibility. **Development Aim:** Pair with mentor and/or coach. Focus on targeted micro skill building. Monitor progress.	**SKILLED CONTRIBUTOR** • Desire for greater responsibilities. • Meets expectations. • Quickly learns and adapts. • Leads informally on teams. **Development Aim:** Targeted projects to gain exposure and experience. Encourage reflective practice with experienced mentor/advisor.	**VALUABLE TALENT** • Exceeds expectations and results. • Desires leadership roles and is ready now. • Agile, uses experience and EI to navigate change. • Influencer inside/outside the dept. Demonstrates vision for future. • Takes action. **Development Aim:** Sponsor and help expand opportunities.
GROWING POTENTIAL	**INCONSISTENT PERFORMER** • Occasional lapses in performance. • Unsure in making decisions. • Experiencing growing pains as a new team member. • Significant opportunities for development. **Development Aim:** Focus on efficiently closing gaps in performance. Pair with a skilled mentor or skills coach.	**KEY PERFORMER** • Strong and respected level of expertise and performance. • Forming directions for career goals. • Expanding leadership influence on teams. **Development Aim:** Help expand network to guide in expanded perspectives. Assign special projects to build leadership skills.	**HIGH PERFORMER PLUS** • Exceeds expectations and results in current role. • Consistently shows potential. • Excellent interpersonal and leadership skills. • Valuable contributor to the mission. **Development Aim:** Pair with a strong leader mentor and give stretch opportunities across the organization.
LIMITED POTENTIAL	**STRUGGLING PERFORMER** • Frequent difficulty in completing expected tasks/responsibilities. • Inconsistent meeting job standards. • May need alternative role/position. **Development Aim:** Manage through an Individual Performance Improvement Plan. Help find opportunities with better alignment of skills.	**SOLID PERFORMER** • Knows job well—developing expertise. • Exhibits more follower than leader roles in daily work. • Unsure of future leadership roles or career direction. • Exploration of possibilities needed. **Development Aim:** Invest in strategic growth and learning opportunities. Expand networks.	**HIGH PERFORMER** • Exceeds expectations and results. • Accomplished level of expertise. • Valuable contributor to the mission. • Satisfied in current role. • Increased responsibilities may be stressful. **Development Aim:** Build on strengths. Invest in training as mentor of others.

USE A 9-BOX TOOL THOUGHTFULLY

PROS Simple, straightforward tool to analyze the workforce and/or guide career planning/mentoring discussions. Transparent and productive career planning discussions build trust.

CONS Use care to disrupt implicit bias. Conversation should be two-way, not prescriptive. Career planning must be clearly differentiated from career "promises" for advancement.

SUCCESSION PLANNING MEANS
DEVELOPING OTHERS

I remember when people first mentioned "succession planning" to me. My first thought was, I am not planning to leave anytime soon so why are they mentioning this to me?

Over the years, I have come to rewrite the term, and I want you to rethink the concept. Succession planning is just another way of saying how can I better 'develop others.' And 'developing others' is just another term for mentoring and sponsoring individuals around you who you feel have a lot of potential so they are ready to take those places when it is time. Not just *your* place, but all types of leadership positions. Which might also mean preparing others to help you out if you are unexpectedly ill or out of commission, not just retiring or leaving.

Unexpected events can occur anytime to anyone, I've learned. And no job gets done if only one person knows how to do it and that person is unavailable….whether due to vacation, illness, surgery, or something much more serious.

So look around. Who do you think has potential in your area? What do they need to get to the next level? 'Developing others' might take many forms.

» Asking them what they are interested in learning more about.

» Finding out what types of positions they are interested in.

» Sharing opportunities important to their development.

» Giving them responsibilities that will help prepare them for that job or any advancement.

» Teaching them to do something they haven't done before.

» Asking questions to find out what they do and don't know.

» Talking out loud about processes that are happening around them.

» Introducing them to people who are doing a job they are interested in so they can ask them questions directly.

Keep in mind that succession planning isn't about just replacing yourself or even faculty leaders, because we need all the talented staff we can develop as well.

So help all of us by being a little more intentional about developing those around you: sharing, showing, discussing, asking questions, listening.

Everyone wins when we have a deeper field of people in the know.

Look around.

Who do you think has potential? What do they need to get to the next level?

JENNIFER L. LARSEN, MD
College of Medicine

"WE MUST ACKNOWLEDGE THE **MOST IMPORTANT**, INDEED THE ONLY, **THING WE HAVE** TO OFFER OUR STUDENTS **IS OURSELVES**. EVERYTHING ELSE THEY CAN READ IN A BOOK."

DC TOSTESON,
New England Journal of Medicine, 1979

TEACHING & LEARNING

in today's context

5 Key Elements of a Learning Organization

A Learning Organization Studies Itself

A learning organization is an organization that facilitates and encourages the learning of its members, and as a consequence, develops a capacity to innovate and grow in a sustainable manner.

Systems Thinking

We exist in a web of interconnections. Understanding those connections helps learning organizations sustain the best possible working whole.

Personal Mastery

We must invest in continually clarifying our realities, refining a personal vision, preparing for the future, and evaluating the use of energy needed to keep growing.

Mental Models

Our assumptions, generalizations, and language influence who we are. The world isn't static, and the stories we tell ourselves in relationship to our world influence our lives.

Shared Vision

A rote vision will only achieve compliance, not growth. Vibrant futures are created when organizations are not afraid of testing, failing, questioning, dreaming, and rebuilding to make a difference.

Team Learning

Organizations are only as effective as their teams' capacity to create and share ideas and flex the strength found in thinking together, not in silos.

IS THIS MODELED IN YOUR UNIT?

Use this graphic to evaluate your team's culture.

STRATEGIES FOR A SUPPORTIVE CLASSROOM

FOSTER BELONGING

A. Build rapport with activities that allow for engagement and shared experiences.

B. Value student individuality with preferred pronouns and correct name pronunciation.

C. Avoid assumptions about students by being mindful of your stereotypes and biases.

D. Address offensive or alienating behaviors directly and immediately.

SET EXPLICIT STUDENT EXPECTATIONS

A. Share rubrics and assignment guides with students.

B. Provide timely feedback that is clear and actionable.

C. Seek student input on course guidelines to build community.

D. Serve as a role model for expected behavior.

FOCUS ON CONTENT ACCESSIBILITY

A. Look for potential access barriers.

B. Scaffold material for improved learning.

C. Increase options for assignment completion.

EXPAND CONTENT FOR BROADER REPRESENTATION

A. Include material from underrepresented voices.

B. Assign reading and texts from diverse authors.

C. Choose examples that span ages, ethnicities, and socioeconomic status.
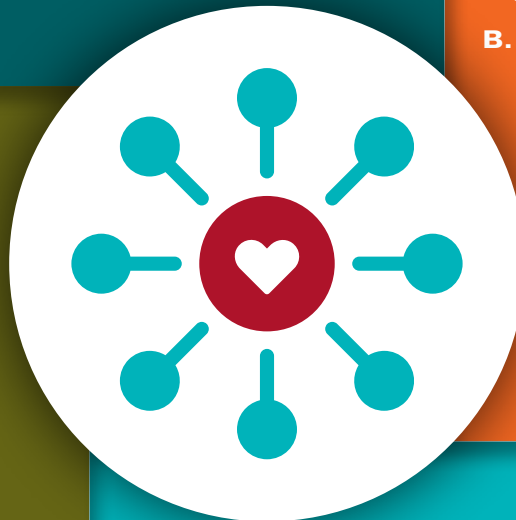
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THE ABC'S OF LEARNER AGENCY

Building Stronger Learners through the Self-Determination Theory

Creating confident and driven learners is one of our core responsibilities as educators. We aim to create environments where learners can discover their voice, feel appreciated, and gain confidence in their abilities to succeed. Crucially, we want to empower learners to develop the agency and intrinsic motivation necessary to recognize their own knowledge gaps, engage in problem solving, and independently direct their learning toward meaningful objectives. To do this, each learner needs to have these three psychological needs met:

AUTONOMY

When a learner has autonomy, they are able to make decisions, choose actions, and determine their learning path based on their own intrinsic motivations and understanding, rather than solely on external directives or pressures. The learner operates with a sense of self-governance making choices and taking actions that they deem best based on their knowledge and judgment, within teamwork in health care. Autonomy fosters growth in confidence and competence as a health care provider.

BELONGING

When a learner feels they belong psychologically, it means they perceive themselves as an integral and valued member of the team. This sense of belonging reinforces the educational alliance—the sacred link between learner and educator that fosters confidence, encourages active participation, and open communication. As a result, they are more engaged, receptive to feedback, and invested in their educational journey and responsibilities.

COMPETENCE

When a learner exhibits competence, it means they not only possess necessary knowledge and skills for their level of training but actively seek and embrace challenges that allow them to grow and further refine those skills. They demonstrate the ability to apply knowledge effectively in practical situations, strive for mastery in their tasks, and take initiative in pursuing goals that align with their personal and professional development.

Educator Insight: Learner agency is not necessarily about accumulating technical knowledge, but is about developing a sense of belonging, critical clinical reasoning, decision-making skills, and professional attitudes required in daily practice.

ZACHARY P. SLOCUM, MAEd
TREK LANGENHAN, MD

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COLLEGE OF MEDICINE

The presence of these 3 psychological needs fosters an environment which promotes learner agency. If any component is missing, then the stool is unstable, and learners will struggle to develop agency.

LEARNER AGENCY
A three-legged stool

A

B

C

If autonomy is threatened or missing:
A lack of autonomy may result in an over-reliance on external validation, stifling creativity, and innovation. In educational contexts, compromised autonomy hinders learners from taking charge of their own learning journey, potentially impeding their growth and development.

If belonging is threatened or missing:
If a learner feels like they don't belong, they often become isolated and disconnected, leading to decreased motivation and engagement. This can negatively impact their emotional well-being, performance, and overall cohesion in group settings.

If competence is threatened or missing:
When competence isn't developed, individuals may experience diminished confidence and self-efficacy, leading to reduced motivation and performance. This can result in avoidance of challenges, increased dependence on others, and feelings of inadequacy or frustration in their roles.

If we can meet all of these needs and the stool has three strong legs, we will build agency in our learners. This is when a learner starts to work more independently, proactively use their clinical reasoning skills, and be trusted to handle the day-to-day challenges that come along with health science education.

ADAPTED FROM: Ganotice Jr, F. A., Chan, K. M., Chan, S. L., Chan, S. S. C., Fan, K. K. H., Lam, M. P., ... & Tipoe, G. L. (2023). Applying motivational framework in medical education: A self-determination theory perspectives. *Medical Education Online*, 28(1), 2178873.
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REFLECTIVE PRACTICE
for Online, Classroom, and Clinician Educators

Reflective teaching is a process of **self-observation** and **self-evaluation**. It means thoroughly looking at your teaching and learning, considering why you do it, and evaluating why it works. The who, what, why, and how of your teaching are considered.

WHAT REFLECTIVE TEACHERS DO...

WHO Use **student** performance or evidence to consider how their approaches or andagogy supported or hindered effective, efficient, and enduring student learning.

WHAT Analyze their **teaching methods**, **course assets** (syllabus, videos, handouts, lecture materials) successes, mistakes, and sustained outcomes.

WHY Make specific **teaching decisions** and **recalibrations** after studying what worked and didn't work (including the impact of external or societal factors).

HOW **Dedicate time** for reflection to improve teaching and learning. At the end of a class, block, or term is best, while the experience is fresh.

TYPES OF REFLECTION...

TECHNICAL REFLECTION
Focuses on the teaching techniques and skills (peer review, rubrics) by matching performance to external guidelines.

REFLECTION IN, AND ON, ACTION
Focuses on retrospective thinking that educators do after a class, module, and lesson has been taught by basing decisions on their unique experience.

DELIBERATE REFLECTION
Focuses on spontaneous, intuitive decisions made by the educator during teaching by basing decisions on their unique experience.

PERSONALISTIC REFLECTION
Focuses on what type of person and teacher they want to be and how to accomplish goals by listening to and trusting their inner voice and the voice of others.

CRITICAL REFLECTION
Focuses on understanding and improving the quality of educational experiences for learners, using a social, equity, and ethical lens.

ANALISA McMILLAN, PhD, MSEd
College of Public Health

TALK IT OUT FOR BETTER TEAMS

Briefing and debriefing—where teammates gather to prepare for an upcoming event, or to discuss, reflect upon, and learn from a recent event—are excellent learning opportunities for developing both clinical expertise *and* skills in "teaming." This question guide supports richer briefs and debriefs, with critical thinking centered on key teamwork skills and performance.

TEAM SKILL	BRIEF	DEBRIEF
TEAM ORIENTATION, GOALS, ROLES, AND RESPONSIBILITIES	• Who are the team members? • What are the team goals? • How are roles, responsibilities, and tasks distributed? • What is the plan of care or action? • Are goals, roles, and responsibilities understood?	• How did our understanding of 1) team goals, and 2) team member roles and tasks affect our team's performance? • Where did our team excel in executing tasks? • When and how did situational leaders emerge? What was the(ir) impact on team performance?
PSYCHOLOGICAL SAFETY	• What will we do to ensure team members feel comfortable speaking up, asking questions, asking for help, and identifying errors or mistakes?	• What questions did team members ask • How did the team respond? • What questions did team members want to ask, but did not? Why? • What mistakes were brought up during the situation? How did the team respond?
COMMUNICATION SKILLS	• How will we communicate in a clear and timely manner? • How will we validate and verify critical information? • What will we do to ensure different perspectives are considered in team decisions?	• When did the team exhibit strong communication? What contributed to this, and how did it affect performance? • Where could the team have improved its communication? • How did challenges with communication affect performance? What tools or strategies would have facilitated better communication?
COORDINATION SKILLS	• How will team members maintain situation awareness? • When might team members need help? • How will the team monitor progress toward its goals? • What actions will team members take to establish mutual trust? • How will we deliver feedback in the moment?	• How well did team members maintain situation awareness? • When did team members offer or request task assistance? How did this affect team performance? • How did the team adapt its plan to changes in circumstances? • What actions did team members take that built or reduced trust among the team?

VICTORIA KENNEL, PhD
College of Allied Health Professions

BETHANY LOWNDES, PhD, MPH, CPE
College of Medicine

PEYTON'S

4–Step Approach for

TEACHING

Procedural Skills

Peyton's four-step model is one of many evidence-based approaches to teaching procedural skills. A meta-analysis showed that this practical strategy resulted in better performance scores and required less time than traditional teaching methods.

The "comprehension" step in Peyton's model is especially vital for supporting learning success, likely because it requires the learner to integrate motor imagery (visualization) into their learning.

DEMONSTRATION

The teacher demonstrates the skill at a normal pace without comments.
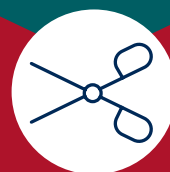
DECONSTRUCTION

The teacher repeats the procedure, this time describing all necessary sub-steps.

COMPREHENSION

The student has to explain each sub-step while the teacher follows the student's instructions.

PERFORMANCE

The student performs the complete skill without assistance.

JANA WARDIAN, PhD, MSW
KHALID SAHAK, MD
CHRISTOPHER J. SMITH, MD
College of Medicine

GAGNE'S MODEL OF INSTRUCTIONAL DESIGN

Gagne's model of instructional design is based on the information processing model of the mental events that occur when adults are presented with various stimuli and focuses on the learning outcomes and how to arrange specific instructional events to achieve those outcomes.

1 GAINING ATTENTION

- Consider visual, and kinetic domains to gain attention.
- Create a "burning platform."

2 INFORMING THE LEARNER OF THE OBJECTIVE

- Objective needs to be specific, measurable, achievable, and linked to outcomes and assessment method.
- Can utilize Bloom's taxonomy (see page 55)

3 STIMULATING RECALL OF PRIOR LEARNING

- New learning depends on connections with prior learning.
- Ask learner to reflect on their prior procedural experiences.

4 PRESENTING NEW MATERIAL

- Break it down!
- Organize in a meaningful way to reflect learning objectives.
- Sequence steps of the procedure.

5 PROVIDING LEARNING GUIDANCE

- Demonstrate how to do the procedure correctly.
- Can utilize Peyton's 4-step approach (see page 36).

6 LEARNER PERFORMANCE OF THE PROCEDURE

- Learner practices the procedure while the teacher observes.

7 PROVIDING FEEDBACK

- Observe learner and provide formative feedback.
- Can utilize Pendleton model of feedback.

8 ASSESSING THE PERFORMANCE

- Formal assessment and summative feedback.
- Method of assessment linked to learning objectives.

9 ENHANCING RETENTION AND TRANSFER

- Supporting procedural skills proficiency.
- Can utilize method of Deliberate Practice.

JANA WARDIAN, PhD, MSW

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8 AI PROMPTS
FOR COURSE IMPROVEMENT

Work smarter, not harder! Use your preferred AI tool to perform annual course enhancement reflective reviews. (Check out free versions of Chat GPT (chat.openai.com) or Notion AI (notion.so/product/ai).) This should be an iterative process, so keep prompting the tool(s) to help you revise and enhance the content.

1. PROVIDE PRECISE AND COMPREHENSIVE INSTRUCTIONS

Prompt: Help me articulate my instructions clearly and concisely to set a positive tone, fostering student engagement. Make sure these instructions relate to the module objectives [insert existing version of instructions].

2. SET CLEAR EXPECTATIONS

Prompt: Help me revise this week's expectations in a clear and effective manner [insert week or module expectations].

3. HIGHLIGHT LEARNING OBJECTIVES FROM THE START

Prompt: Help me create learning objectives for my course [insert course title and description]. Next, apply these objectives to 16 weekly modules.

4. DEVELOP ASSESSMENTS ALIGNED WITH LEARNING OBJECTIVES

Prompt: Help me write [X number] quiz questions to assess [insert learning objective]. List [X number] of alternative project-based learning experiences to demonstrate learner achievement of [insert learning objective].

5. FOSTER ACTIVE LEARNING WITH TECH INTEGRATION

Prompt: Add an engaging learning activity at a post-secondary education level using [insert tech tool, i.e., Office 365] to address each module's outcomes. Next, please organize these learning modules and their objectives into a table and parenthetically list the learning activities.

6. DESIGN INCLUSIVE COURSES LEVERAGING ASSISTIVE TECHNOLOGY

Prompt: Provide me with a list of applications or hardware tools to help design an inclusive course leveraging assistive technology to meet the learning objectives.

7. CULTIVATE GENUINE INSTRUCTOR-STUDENT RELATIONSHIPS ONLINE

Prompt: Create five questions about [insert topic]. Next, base the five questions on Bloom's Taxonomy indicators. Ask my students questions to garner responses about their reactions to another student's response.

8. OPTIMIZE TECHNOLOGY USE FOR ENHANCED INSTRUCTION

Prompt: Help me identify a few technology software tools or applications to actively engage students with my course material and meet the objectives. Next, please list them in a table aligned with my objectives and state the tool's purpose.

MIKE KOZAK, MEd
IT Academic Technologies

ENHANCE EDUCATIONAL IMPACT
USING VIDEO

Using video has many benefits for learning. Here are five reasons why you should use video in your teaching methodology.

⏸ ⏭ 🔊 17:05 / 25:00   ⚙ ⬜ ⛶

1. IMPROVING RETENTION AND RECALL

Videos can help students retain and recall information more effectively than text-based materials alone.

Videos allow for real-world scenarios, animations, and visual aids to help students better understand complex topics.

Students can rewatch to reinforce their understanding of the content.

2. FOSTERING CREATIVE AND CRITICAL THINKING

Assigning students video-based projects allows them to think critically. It enables them to engage with the content actively.

When students generate videos, they can express themselves creatively, as individuals or as groups, and push learning toward the highest level of Bloom's Taxonomy.

3. ENHANCING ENGAGEMENT WITH INTERACTIVITY

Adding interactive elements such as polls and quizzes in a video can keep students actively involved.

Using video helps learners practice building and recalling knowledge while assessing their own mastery.

4. PROVIDING FLEXIBILITY IN LEARNING

Videos empower students to control the pace, catering to auditory and visual learners.

Students can access videos anytime and anywhere. This self-paced approach optimizes the learning environment by accommodating different learning speeds, preferences, and needs.

5. PROMOTING INCLUSIVITY AND ACCESSIBILITY

Implementing captions or transcripts in videos supports learners to engage with content in different ways.

Using video adds another dimension to teaching, connecting with individual students with broad learning preferences, needs, and desires.

The University of Nebraska Medical Center provides two video platforms for faculty, staff, and students:

YuJa enables secure creation, management, and collaboration of video content, integrating with Canvas. However, it cannot be used for recording classroom lectures with Echo360 devices. **unmc.yuja.com or the UNMC Appstore**

Echo360 serves as UNMC's primary solution for video recording, streaming, content management, engagement, creation, and online video assessments, particularly for lecture capture. **echo360.com or the UNMC Appstore**

JULIE GREGG, MEd
IT Academic Technologies

INTERPROFESSIONAL EDUCATION (IPE) AND COLLABORATIVE LEARNING

A resource guide to get started

WHAT IS IPE?

"Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes"

- Interprofessional = occurs between or involves individuals from different professions.

- Are the students truly learning "about, from, and with each other?"

- Is the education enabling learning about effective collaboration to work as part of health care teams?

IPE COMPETENCIES

IPEC identified four core competency domains, with several sub-competency statements per domain.

Read more at ipecollaborative.org and healthprofessionsaccreditors.org.

Values and ethics: Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.

Roles and responsibilities: Use the knowledge of one's own role and team members' expertise to address individual and population health outcomes.

Communication: Communicate in a responsive, responsible, respectful, and compassionate manner with team members.

Teams and Teamwork: Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings.

IPE RESOURCES TO EXPLORE

What are the key elements of an IPE learning activity? This resource, co-created by UNMC faculty, provides interprofessional education best practices. Interprofessional Education Checklist **go.unmc.edu/ipechecklist**

ORGANIZATIONS INVESTED IN IPE

- National Center for Interprofessional Practice and Education
- American Interprofessional Health Collaborative
- National Academies of Practice
- Interprofessional.Global (Global Confederation for Interprofessional Practice and Education)
- IPR.Global - InterprofessionalResearch.Global (Global Network for Interprofessional Education and Collaborative Practice Research)

WHERE TO PUBLISH AND STUDY IPE RELATED WORK

- *Journal of Interprofessional Care*
- *Journal of Interprofessional Education and Practice*
- *Journal of Research in Interprofessional Practice and Education*
- Health and Interprofessional Practice
- AAMC MedEdPORTAL

CONFERENCES FOCUSING ON IPE

- Heartland Innovations in Interprofessional Practice and Education Summit (HIIPE)
- Nexus Summit (annual conference of the National Center for Interprofessional Practice and Education)
- Collaborating Across Borders (premier North American conference for IPE and collaborative health care)
- National Academies of Practice Forum
- All Together for Better Health (International Conference on Interprofessional Education and Collaborative Practice)

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10 STEPS FOR CREATING LEARNING ENVIRONMENTS THAT
SUPPORT A GROWTH MINDSET
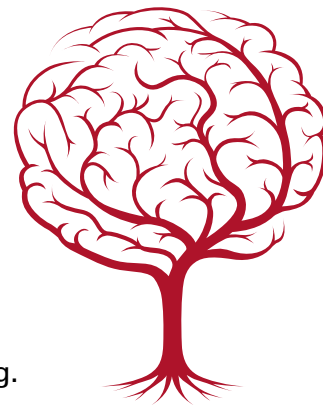
By implementing these 10 strategies, teachers can create a supportive learning environment that fosters a growth mindset and encourages students to embrace challenges as opportunities for growth and learning.

1 Model a Growth Mindset

Share your own struggles and how you have overcome challenges, demonstrating to students that a positive attitude, perseverance, and continuous effort lead to personal and academic growth.

2 Promote the Power of "Yet"

Encourage students to add the word "yet" to their vocabulary, emphasizing that they have the potential to learn and improve with time and effort.

3 Highlight Effort, Not Just Results

Shift the focus from solely praising outcomes to acknowledging the effort and strategies students employ to tackle difficult tasks.

4 Provide Constructive Feedback

Offer specific feedback that emphasizes areas for growth. Encourage students to see feedback as a gift for learning and developing their skills.

5 Teach the Science of Neuroplasticity

Intelligence and abilities are not fixed but can be developed over time.

6 Normalize Mistakes

Create a classroom culture that normalizes mistakes as part of the learning process.

7 Use Inspiring Role Models

Share stories of individuals who have overcome challenges and setbacks through hard work, perseverance, and resilience.

8 Encourage Peer Collaboration

Foster a collaborative learning environment where students can work together, share ideas, and learn from one another.

9 Set Challenging but Attainable Goals

Encourage students to push beyond their comfort zones. Help them break down goals into smaller steps, emphasizing the importance of perseverance and dedication in achieving success.

10 Provide Diverse Learning Experiences

Offer a variety of learning experiences, including hands-on activities, projects, and real-world applications, to help students recognize that learning occurs through a process of exploration, experimentation, and adaptation.

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READ MORE: *The Performance Paradox: Turning the Power of Mindset into Action* by Eduardo Briceño
Mindset: The New Psychology of Success by Carol Dweck
Grit: The Power of Passion and Perseverance by Angela Duckworth

INTENTIONAL TEACHING STRATEGIES ON IMPOSTER PHENOMENON

A SYSTEMATIC APPROACH TO IMPROVE SHORT- & LONG-TERM IMPACTS FOR STUDENTS

Nearly one in four practicing physicians have reported intense experiences of Imposter Phenomenon (IP), and studies indicate that IP affects up to 60% of medical students. Here are practical tips for educators to create a space for learners to practice vulnerability and decrease the impact of IP in their daily lives and on their future careers.

1   **No one is immune.** Feeling like an imposter can affect all humans at any time in life, therefore the strongest course of action is to become aware and prepare to manage it.

2   **All experts must be novices first.** This is the exact reason we have experiential learning and practice — to expand our skills and confidence. Learning curves (and bumps) are part of the process, but uncomfortable for high achievers.

3   **Incremental changes add up.** Tiny healthy habits yield substantial results including self-reflection, mindfulness, appreciative inquiry, growth mindset, and, of course, laughter.

4   **Everyone fails.** High-performing learners benefit from expert guidance calibrating the magnitude of failure on the journey toward developing reliable skills. Part of everyone's professional identity will be informed by navigating failure.

5   **Teams outperform individuals.** Space for sharing intentional conversations about fears, complexities, and triggers as well as strengths and successes, creates a holistic perspective of the humans and teams in health care.

6   **Reflective practice illuminates growth to celebrate.** Learning often happens so gradually that learners don't realize how far they have actually progressed.

7   **Teachers are humans, too.** Sharing personal stories about managing feelings of self-doubt and imposter phenomenon helps validate life experiences and activate empathy.

"Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, makes us unfold and expand."

—Karl Menninger

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DANA RAML, MD
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3 TIPS FOR EFFECTIVE *Peer-to-Peer Feedback* ON TEACHING

In addition to the standard best practices for providing feedback, there are other strategies you need to employ when giving feedback to peers that focuses on sharing teaching strategies.

SET THE STAGE & DEFINE ROLES

Asking for and receiving feedback on teaching can be daunting. Your peer should be considered the "host," and they are in charge of determining what specific teaching skills are evaluated and overall goals. Essentially, they set the parameters—such as wanting feedback on the pace of their lecture, engagement levels, ability to read students, etc.

Consider yourself the invited "observer," which implies you will be impartial and nonjudgmental. Also, refer to any documents you fill out as a "worksheet" or "guide" to emphasize the formative nature of the feedback process.

FOCUS ON SKILLS & OBSERVATIONS, NOT THE PERSON

Highlight teaching skills or methods the host used effectively; this helps show what was memorable or compelling.

> » *It was impressive how you were able to move the discussion from a focus on ABC to XYZ.*

Discuss the specific skills you were asked to observe. Use this as an opportunity to reinforce best teaching practices, brainstorm other approaches, and propose changes.

> » *You asked me to watch how you kept students engaged. How do you feel it went? Have you considered doing …*

SPEAK CAREFULLY

Use the first-person pronoun ("I") when you are proposing changes to their teaching approaches; this helps to create a connection.

> » *When my class is particularly large, I've had students give each other peer reviews of their assignments.*

Use the second-person pronoun ("you") when giving praise or motivation to the host.

> » *You asked excellent questions to see if the students understood…*

Use the third-person pronoun to propose new teaching approaches and show how it has worked for other experts.

> » *Dr. Smith uses…*

Use the first-person plural pronoun ("we") when discussing teaching challenges and to increase critical thinking.

> » *It's difficult to know what to do when we are confronted by an angry student.*

Not sure how to address less-than effective teaching behaviors? Try to take an "advocacy inquiry" approach:

> *I noticed most of today's session was a lecture, and it was a little difficult to tell what students were absorbing. Just out of curiosity, why did you choose a didactic approach to teach the content?*

BRIAN P. BOERNER, MD; ELIZABETH L. BEAM, PhD, RN; BETH CULROSS, PhD, RN, GCNS-BC; MICHELLE HOWELL SMITH, PhD; KRISTAN LESTER, MS; ANALISA McMILLAN, PhD, MSEd; KIM MICHAEL, EdD

BUILDING BETTER EDUCATORS

The UNMC Interprofessional Academy of Educators published a Peer Feedback on Teaching Rubric to support health professions educators in improving their teaching. Implementing a self-initiated process of gathering peer feedback can lead to meaningful incremental improvements for an educator.

ASK FOR FEEDBACK ON:

KNOWLEDGE

Demonstrates command of the subject matter.

ORGANIZATION

Presents material in a clear, organized fashion, with stated goals and conclusion.

A/V MATERIALS

Audio and visual aids are effective in reinforcing content.

PRESENTATION

Speaks clearly, with an appropriate pace.

ENTHUSIASM

Shows excitement for the topic.

STUDENT ENGAGEMENT

Encourages appropriate audience interaction.

BUILDS CONNECTIONS FOR UNDERSTANDING

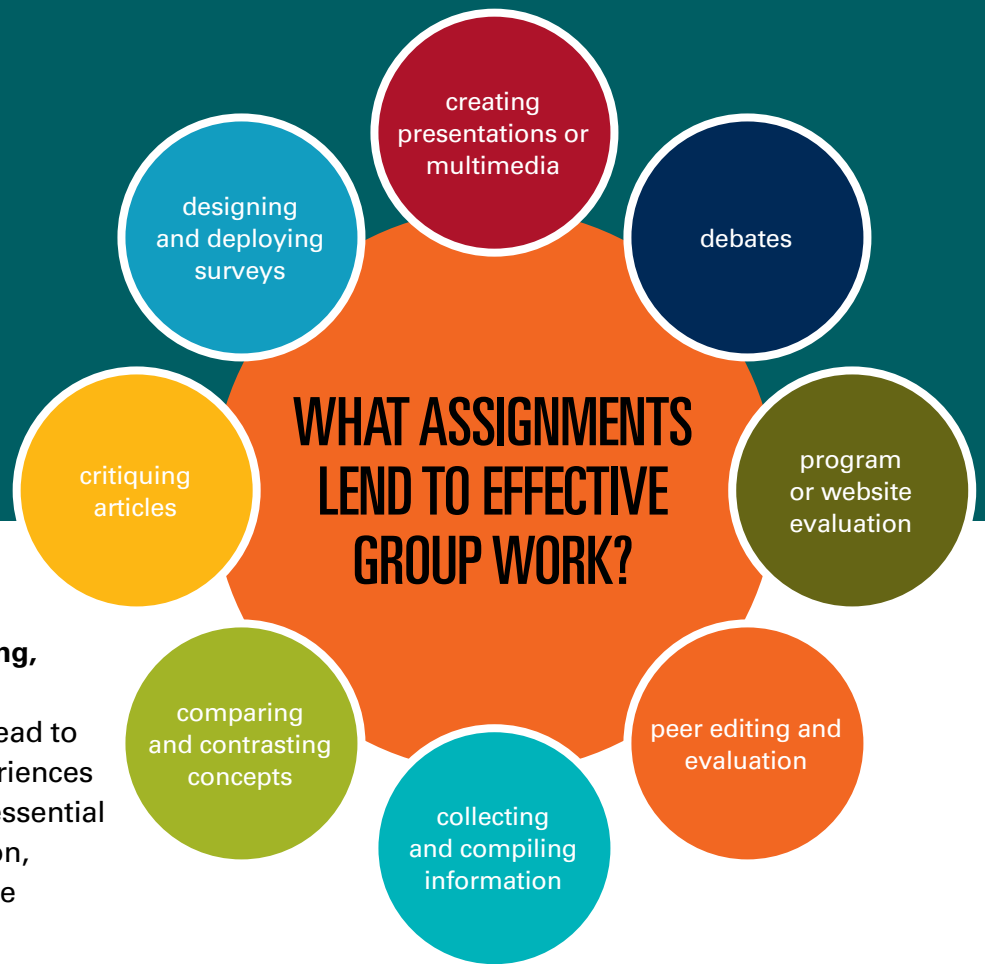Demonstrates importance of key concepts, monitors audience understanding.

DOWNLOAD THE FULL RUBRIC

Use it for self-reflection, to observe a master teacher, or to solicit objectified feedback from a trusted peer!

go.unmc.edu/peer-feedback

EFFECTIVE GROUP PROJECTS

WHAT ASSIGNMENTS LEND TO EFFECTIVE GROUP WORK?

- creating presentations or multimedia
- designing and deploying surveys
- debates
- critiquing articles
- program or website evaluation
- comparing and contrasting concepts
- peer editing and evaluation
- collecting and compiling information

Successfully designing and executing group projects can be challenging, but worth it. The right strategies and tools can lead to productive learning experiences and equip learners with essential teamwork, communication, problem-solving, and time management skills.

1. DETERMINING THE SPACE, TIME, AND PLACE

Decide where students will collect, collaborate, and share content.

Determine the project's completion time based on project complexity and requirements.

Tip: Groups in the online environment should have at least double the amount of in-class time to collaborate on the project due to time zones, work schedules, and other barriers.

2. ENSURING SUCCESS AND FAIR GRADING THROUGH A TEAM/GROUP CHARTER

A team charter is a document developed in a group setting that clarifies direction and establishes boundaries. It serves two main purposes:

1. It illustrates the focus and direction of the group for its members.

2. It educates others (teachers, TAs, and other groups), explaining the team's direction and goals.

3. GRADING GROUP PROJECTS

1. Use Rubrics: Rubrics help provide a fair and objective grading system. They guide students to understand what is expected and for teachers to assess the student's work.

2. Adjustable Grading: It allows for grading flexibility, considering the individual contribution and team dynamics.

3. Managing Group Size & Opt-Out: Smaller groups tend to be more effective, and providing an opt-out option can be a good idea for those unable to work in groups.

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HOW'D YOUR TEST QUESTIONS PERFORM?

Here's Your Assessment Guide

Master educators use a variety of data points to evaluate teaching and learning. One of them is reviewing exam performance. Here's a helpful guide to get you started in the process. Talk to your college's assessment specialist for a detailed discussion and analysis.

ASSESSMENT-LEVEL INDICES

CRONBACH'S ALPHA

- A measure of internal consistency based on how well items relate to the entire test
- Also known as coefficient alpha
- Expressed in decimal format from 0.00-1.00
- **Higher values indicate more internal consistency**

KUDER-RICHARDSON 20 COEFFICIENT

- A measure of internal consistency when items are scored dichotomously
- Often abbreviated KR-20 or KR20
- Expressed in decimal format from 0.00- 1.00 (KR-20 could be negative, but rarely)
- **Higher values indicate more internal consistency**

DIFFICULTY INDEX

- The percentage of examinees who answered an item correctly
- Also known as the p-value
- Expressed in decimal format from 0.00-1.00

Preferred Values:
- For an item that all students are expected to answer correctly: >0.92
- For an item that is meant to discriminate between students who have mastered the content and students who have not: 0.27-0.73 and a strong discrimination index

DISCRIMINATION INDEX

- A measure of how well an item differentiates between top-performing students and poor-performing students
- Expressed in decimal format from -1.00-1.00
- A value closer to 0 indicates lack of discrimination

Preferred Values:
- At least >0.20
- Above 0.40 when an item is meant to differentiate between low- and top-performing students

THINGS TO WATCH

- As the difficulty index increases, the discrimination index is likely to decrease due to lack of variability in responses.

- As variability in responses increases, the discrimination will also increase if top-performing students chose the correct answer.

- A negative discrimination index typically indicates a significant flaw in the item (mis-keyed, no correct answer, more than one correct answer).

Citations:
1. De Champlain, A. (2010). A primer on classical test theory and item response theory for assessments in medical education. Medical Education, 44, 109-117. **2.** Haladyna, T. M., Downing, S. M., & Rodriguez, M. C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. Applied Measurement in Education, 15(3), 309-333. **3.** Paniagua, M. A., & Swygert, K. A. (2021). Constructing Written Test Questions for the Basic and Clinical Sciences. Philadelphia, PA: National Board of Medical Examiners. **4.** Thorndike-Christ, T.M., Thordike, R.M., Hagen, E.P. (2013). Measurement and Evaluation in Psychology and Evaluation. Pearson. ISBN: 9780132403979.

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TEACHING LEARNERS
HOW TO LEARN
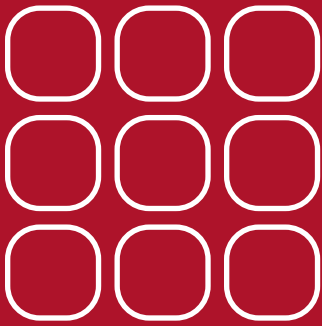
DISTRIBUTED PRACTICE

Study in chunks instead of all at once.

This requires planning ahead. Studies show that five hours of studying scheduled over two weeks is more effective than studying five hours in one session.

» Students should make it a daily habit to review information from each course—though not immediately after.

» After studying new information, students review older information using other learning strategies.

ELABORATION METHOD

Describe concepts in a student's own words.

Students ask themselves questions about each idea and use course materials to answer them. From there, they describe concepts and connections after reviewing.

» Information is best remembered if it can be related to personal experiences.

» The goal is to elaborate and explain each topic without using class materials.

DUAL CODING

Use visuals and words for memory reinforcement.

Visuals are a powerful tool for information recall. Enhance recall by practicing talking through systems, processes, and functions, then draw them.

» Examples include diagrams, data charts, infographics, timelines, or cartoon strips.

» While using the testing effect strategy, students can also draw everything they know about the material.

ADAPTED FROM A WORK AT www.learningscientists.org

Information is useless to students without the proper tools to store, retrieve, understand and process it.

Help students (and yourself) learn and retain any material using six proven learning strategies. Keep in mind, the strategies are interrelated and should be used in tandem.

INTERWEAVING EFFECT

Study multiple ideas in one session instead of just one.

Weaving multiple topics into one session reinforces comprehension of how concepts relate to one another. Students need to be aware of similarities and differences.

» During each session, students should review the concepts in a different order to help identify new links.

  » They should not switch from one idea to another until the concept is fully understood.
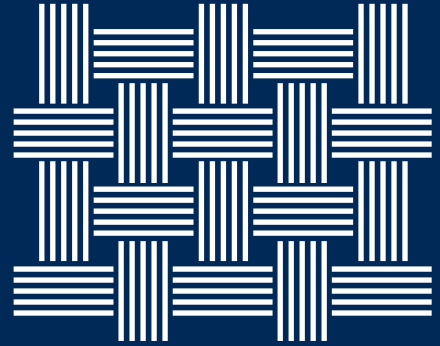
CONCRETE EXAMPLES

Grasp abstract concept by using specific, concrete examples.

Real-life examples anchor memory and retrieval. Learners who can draw from their own experiences or create their own examples will have stronger retention.

» Use appropriately-vetted examples from credible sources.

  » The process of teaching others reinforces learning. Encourage learners to discuss their learning material, inside and outside of class.
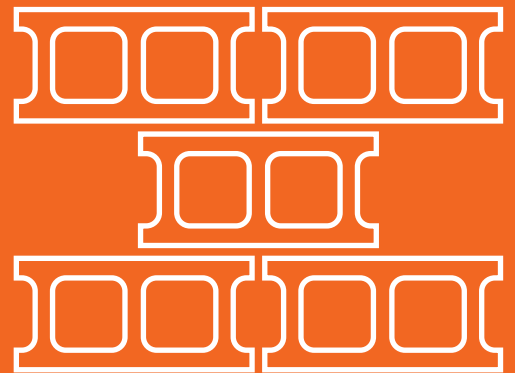
TESTING EFFECT

Practice retrieving information from memory.

One of the best ways to assure long-term retention, including prepping for high-stakes exams, is recalling information from memory. This means putting away highlighted and underlined notes and flexing memory muscles.

» Using digital and paper retrieval strategies, such as labeling diagrams, flashcards, or decision trees, helps solidify recall of important information.

  » If retrieval time is a concern, ramp up retrieval practice to solidify those pathways.

EXPANDING PATIENT CARE USING REAL PATIENT ENCOUNTERS

It is essential for health care professionals to understand the breadth of the human experience to provide optimal, individualized care to patients. Discussions become far more impactful when centered around actual patient encounters, providing space for candid discussions while drawing comparisons to broader health or societal issues. Use this guide to help plan a session of your own!

WHAT MAKES A GOOD CASE?
- Cases where patients may have received unequal care
- Cases where clinicians and patients had difficulty building trust
- Cases where clinicians recognized their own assumptions or biases at play

1. IDENTIFY CASE
- **Who** will choose the case?
- **Who** was the patient?
- **Who** was involved?
- **What** inclusive care concept will be explored?

2. TEAM REVIEW
- **Dedicate time** to meet with each team member.
- **Facilitate reflection** without passing judgment.
- **Invite all participants** to attend session.

3. RESOURCE REVIEW
- **Focused overview** rather than exhaustive review.
- **Seek best practices** and opportunities for action.
- **Utilize knowledge** from team members.

4. PREPARE SLIDES
- **Protect time** for group discussion and debrief.
- **Provide discussion** prompts for breakout sessions.
- **Incorporate assessment** of knowledge.
- **Include immediately** actionable resources applicable to daily work.

(A) → (B) → (C) → (D) → (E)

5. PRESENTATION STRUCTURE:
A. Introduction & Pre-Assessment   5 min.
B. Case Presentation   10 min.
C. Structured Breakout Discussions   20 min.
D. Large Group Debrief   10 min.
E. Rapid Review & Post-Assessment   15 min.

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DEVELOPING RELEVANT, REAL-WORLD CURRICULA

SERIES AIMS

- Move away from traditional lecture.
- Foster a learner-centered, learner-led, collaborative, interprofessional learning environment.

ANALYZING PATIENT EXPERIENCES

- Identify opportunities to foster trust within the team through our values.
- Build trust between patients and their care team using our values.

INDIVIDUAL SESSIONS RECOMMENDATIONS

- **Scheduled Curriculum Time:** Regular, dedicated sessions.
- **Resource:** Institutional tools for evidence-based discussions.
- **Community Involvement:** Engage with local leaders and resources.
- **Format:** Predictable, yet diverse material.
- **Patient-Centric Learning:** Learning from real care experiences.
- **Group Interaction:** Time for small group discussions and sharing.

KEY ROLES

- **Curriculum Lead:** Strategy and oversight
- **Student Coordinators:** Case identification and team collaboration.
- **Instructional Designer/Communication Strategist:** Expertise in designing and disseminating learning materials.
- **Data Strategist:** Expertise in statistical analysis and assessment tools.
- **Faculty Coordinators:** Case selection with student coordinators.
- **Extended Health Care Team:** Unique case insights.

POTENTIAL CHALLENGES AND POTENTIAL SOLUTIONS

- **Timing Challenge:** Aligning student, staff, and faculty schedules, considering conferences, clinical duties, and breaks.
- **Staff Remuneration:** Compensating staff for participation.
- **Meeting Integration:** Incorporating this into monthly meeting agendas.
- **Leadership Support:** Involving interprofessional leaders to make training a paid option.
- **Data Gathering Tactics:** Utilizing existing group events and technology for flexible assessments.

This is not a job for one person!
- Burnout; emotional exhaustion
- Overreliance on personal experiences (vs. evidence)
- Single voices do not always represent collective experience.
- Broad input ensures fairness, representation, and greater accuracy of the full human experience.

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SUPPORT INTERNATIONAL STUDENTS

The presence of international students in American colleges and universities has been instrumental in promoting global learning, fostering international relationships, and supporting the economy.

These 6 tips can help educators better understand international students and elevate their learning experience.

1

Communicate proactively. Short conversations about a student's native country or personal interests can help build rapport. Show your students you care about them by doing your best to learn how to pronounce their names.

2

Clarify your expectations on class policies. Classroom culture is one of the many ways international students need to confront cultural differences. If a student is consistently late to class or misses a deadline, use this as a teachable moment to emphasize the importance of meeting deadlines and being on time in the United States. Remember that international students go through a process of cultural adjustment.

3

Give students time to process their thoughts. International students may need more time to process information or gather their thoughts, considering they speak two or more languages.

International Medical Graduates (IMGs) represent about 23% of the physician workforce in the United States.

4

Encourage students to share their unique perspectives. Be inquisitive and ask questions that instill a global perspective (i.e., How is this issue perceived in your country?).

5

Be aware of different personalities. Some international students might not feel comfortable openly sharing in front of people. This doesn't necessarily mean they are not engaged. Provide different opportunities or formats for them to express their ideas (i.e., small group discussion, short-writing activity, online discussion).

6

Utilize campus resources. Encourage international students to seek out free, confidential student services. At UNMC, the Office of Global Engagement supports international students through their academic career. The Division of Student Success offers a wide range of resources including a food pantry and psychological counseling.
go.unmc.edu/global | go.unmc.edu/studentsupport

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Faculty Development

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DEVELOPING A BALANCED ADMISSIONS PROCESS

The purpose of a balanced admissions process is to:
- Ensure structure, consistency, and efficiencies.
- Confirm procedural equity for all qualified applicants.
- Identify applicant areas of strength and challenges:
  - ▶ To assess each candidate more accurately.
  - ▶ To identify institutional resources early to aid retention and student success for those who are selected.
- Allow applicants multiple methods and opportunities to demonstrate their potential fit for a program.
- Allow programs multiple opportunities to exhibit their culture and values to demonstrate their potential fit for applicants.

Proven Methods for Assessing Applicants in a Balanced Admissions Process:

PROCESS COMPONENT	DESCRIPTION	BENEFITS TO APPLICANT	BENEFITS TO INSTITUTION
Structured Letters of Reference	As opposed to a traditional letter, this might ask a recommender to discuss a specific variable (such as leadership or goal-orientation) so that all received letters address the same attributes.	Consistency in information provided to institution	Institution guides the information gathered and is able to assess for specific skills and attributes
Directed Assessment Questions	As opposed to one traditional personal essay, multiple, more directed questions can be asked that require shorter, more succinct, targeted responses. These can be in the form of written or video responses that are provided asynchronously.	Flexibility (applicant can choose when to reply, can prepare, can practice, and can do it from anywhere) Multiple raters and a rubric ensure fairness and accuracy in scoring	Directed and strategic prompts elicit responses that allow the institution to assess specific attributes Efficiency in engaging many applicants Multiple raters able to observe applicant A rubric ensures reliability in scores
Situational Interviews, often in the form of Multiple-Mini Interviews (MMIs)	A structured set of interviews, that can be administered virtually or in-person, during which applicants are given different scenarios they must respond in order to assess specific attributes.	Multiple opportunities to demonstrate skills Structured experience for all applicants	

Rubrics work best when they are effectively developed, and raters are adequately trained to use them.

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Incorporating *EMPATHY* in the Classroom Through Narratives

When patients believe their providers are empathetic, they are more likely to share symptoms and concerns, leading to better diagnostic outcomes and improved healing. Empathy is a skill that can be taught. Incorporating narratives into classroom instruction can increase empathy, thereby improving interactions with patients, health care colleagues, and teaching faculty.

Graphic medicine, the intersection of health care with comics, and rare books, which document health care experiences from the past, provide accessible, brief, and engaging narrative teaching tools to evoke a learner's emotional response, contribute to empathy growth, and produce compassionate behavior.

TIP 3
Bring learning to life by using tactile activities to engage students.
- Allow learners to handle UNMC's rare and historical books to look for answers.
- Complete a graphic medicine drawing exercise.

TIP 1
Add graphic medicine comic panels to your instructional materials or slide decks.
- Use the panel to prompt discussion surrounding what went right/what could be improved during the patient interaction.
- Identify systemic barriers in accessing health care based on the patient narrative represented in the panel.

TIP 2
Shape perspective through health science history and historical figures. (A librarian will help you!)
- Use stories of historic discoveries in the health sciences to jump start discussions about patient or research subject interactions.
- Identify how modern-day patient attitudes toward health care are related to past events.

TIP 4
Provide space for students to share their interpretation of a narrative from their lens.
- Set aside 10-15 minutes for discussion of the narrative.
- Assign asynchronous short reflection posts about what they viewed.

Learn more about Graphic Medicine, and review the McGoogan Library's Graphic Medicine Guide.

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(REVISED) BLOOM'S TAXONOMY OF
Learning Objectives

LOWER ORDER THINKING → **HIGHER ORDER THINKING**

Knowing Or Remembering	Comprehending Or Understanding	Applying	Analyzing	Synthesizing Or Evaluating	Creating
Cite	Arrange	Adapt	Analyze	Assess	Adapt
Define	Associate	Apply	Appraise	Assemble	Anticipate
Draw	Classify	Compute	Detail	Build	Collaborate
Enumerate	Convert	Coordinate	Determine	Choose	Combine
Find	Describe	Demonstrate	Calculate	Compare	Communicate
Label	Discuss	Develop	Categorize	Construct	Compose
List	Explain	Dramatize	Classify	Debate	Construct
Locate	Exemplify	Employ	Compare	Estimate	Create
Match	Identify	Establish	Contrast	Formulate	Design
Memorize	Interpret	Examine	Correlate	Generate	Facilitate
Name	Locate	Extrapolate	Critique	Hypothesize	Forecast
Recall	Match	Illustrate	Defend	Integrate	Generate
Recite	Paraphrase	Implement	Detect	Judge	Initiate
Record	Report	Instruct	Dissect	Justify	Model
Recognize	Research	Interview	Distinguish	Manage	Negotiate
Select	Sort	Manipulate	Examine	Organize	Organize
State	Summarize	Modify	Inspect	Predict	Perform
Tabulate	Translate	Operate	Inventory	Prescribe	Plan
		Order	Research	Prepare	Produce
		Practice	Solve	Prioritize	Propose
		Predict	Summarize	Produce	Reconcile
		Prepare	Test	Propose	Revise
		Produce		Recommend	Resolve
		Utilize		Structure	Structure
				Synthesize	Substitute

Knowing Or Remembering	Comprehending Or Understanding	Applying	Analyzing	Synthesizing Or Evaluating	Creating
Lecture	Questions	Practice	Problem solving	Projects	Critiques
Video	Discussion	Demonstrations	Case studies	Problem solving	Complex case study
Illustrations	Review	Presentations	Critical incidents	Case studies	Design/ development
Examples	Test	Projects	Discussion	Plan development	Product generation
Visuals	Reports	Role play	Questioning	Constructing simulations	Producing
	Exercises	Micro-teach	Test		

CLOSE THE LOOP
Your assessments, learner feedback, and letters of recommendation should reflect measurement of these same items!

FACULTY COMMONS
YOUR SPACE TO WRITE,
THINK, MEET, RELAX…
YOUR SPACE TO THRIVE

go.unmc.edu/fac-commons

ADVANCING SCHOLARSHIP

in academic health sciences

"NOTHING IN **LIFE IS TO BE** FEARED, IT IS ONLY TO BE **UNDERSTOOD**. NOW IS THE TIME TO UNDERSTAND **MORE**, SO THAT WE MAY FEAR LESS."

MARIE CURIE

CONSIDERING A RESEARCH OR SCHOLARLY PROJECT?

Ensure your project goes smoothly and leverage the IRB Education Program—right from the start!

1

Perhaps the most frequent question is, "Does my project require IRB review?"

Don't be confused by conflicting information. Use the online decision tool to make the determination.

There is help on every topic, every step of the way.

Locate the answer to any of your IRB related questions among the Investigator Guide Series.

2

3

Can a real person help me!?

We'd love to. Attend in-person or virtual office hours, or schedule a 1:1 consultation.

Call the IRB: 402-559-6463 | Email the IRB: irbora@unmc.edu

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IRB

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IRB

Writing Tips to get from Start to Finish

I must confess, I don't particularly *like* writing, and I don't consider myself a particularly *good* writer. But, alas, writing is a requirement of my career, brings in financial resources to support our team's goals, and advances science by releasing new ideas and understanding to the world (not to mention produces promotable material to advance my career).
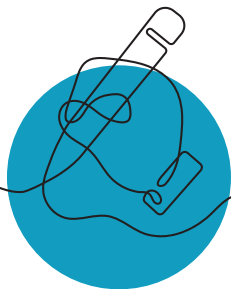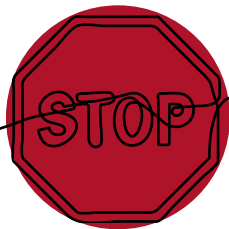
OUTLINING > WRITING.

Having trouble getting started?

1. Start with an outline.
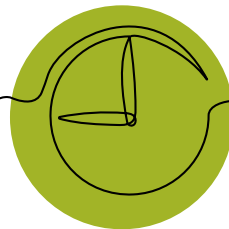2. Expand on your outline.
3. Expand on your outline.

You just started writing!

STOP EDITING WHILE YOU ARE WRITING.

Doing both at once hinders your writing.

1. Get your first draft down—typos, weak words, rambling, and all.
2. Celebrate the draft being on paper and walk away.
3. Rewrite/edit later.

"DESIGNATED WRITING SPACE/TIME" DOESN'T ALWAYS WORK.

Create the ability to further your writing project effectively in different spaces: office, home, traveling, waiting on kids' activities, etc.

On a roll? Keep going. The real-world will interrupt your writing soon enough.

Scheduled breaks aren't always needed.
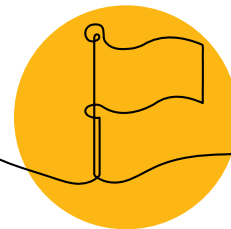
CROSS THE FINISH LINE.

A request for revisions is a good thing! Make your revisions and re-submit.

Rejected? Okay, submit elsewhere without delay.

BRYANT R. ENGLAND, MD, PhD
College of Medicine

TAKING A BROAD VIEW OF SCHOLARSHIP ON THE PATH TO PROMOTION

Bench science is not the only way to be promoted in an academic medical center. A core function of being a faculty member is working to deepen the understanding of current problems to find creative solutions. Having products or outcomes that demonstrate this work is key for promotion. **Need ideas?**

Recruiting	Community Engagement	Leadership	Telemedicine	Wicked Social Problems
Specialized Committee Work (belonging, technology, quality improvement)	AI/Technology in health care or health science education	Population Health (teens, migrants, transgender, houseless, veterans, women)	Innovative Teaching Approaches (podcasts, blogs, patient education resources, videos, simulation)	Psychological Aspects of Healing (hope, spirituality, family support, stress)
Medical Humanities	Mentoring/ Coaching/ Advising	Remote Working/ Learning	Team Science / Health Systems Science	Innovative Clinical Guidelines or Practices

Think outside the box, then talk with a mentor, coach, advisor, and your departmental P/T committee about possible pathways to optimize your passions into scholarly products. Ask others around you about their strategies for promotion.
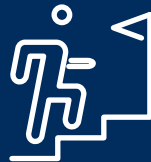
What's in your portfolio?

GENERATIVE AI
IN ACADEMIC WRITING

Human and AI collaboration is advancing many aspects of work and innovation in academic medical centers. AI, as a digital assistant, has unique advantages, available 24/7 in just a few clicks. Incrementally and continuously progressing AI skills can be achieved through everyday faculty activities, including academic writing. In real time, discovering and exploring AI value opportunities, alongside our future health care professionals, enriches UNMC as a learning organization.

TRY USING AI TO:

- Spark ideas and brainstorm
- Get unstuck and breakthrough writer's block
- Streamline and focus large topic areas
- Advance half-baked concepts
- Develop writing schedules, deadlines, and goals
- Generate outlines
- Consider interesting titles
- Analyze writing clarity

In addition to using AI in academic writing, explore using an AI partnership to enhance other areas of faculty work including writing better learning objectives, test questions, case studies, letters of recommendation, and more!

Staying abreast of the latest research in your field is a baseline habit for success. How do you find time to read in your busy schedule?

ASK YOURSELF

What's the deal, anyway? Read the Abstract to get a sense for the article's topic and scope.

Is this updated? Check the year. How "recent" is it, really?

Is this credible? Consider the journal's peer-review process, if any.

Was it done the right way? Evaluate the study design including sites(s), subjects, and processes.

Is this relevant? Weigh the impact outlined, including:

- **Aims:** Is the purpose of the study clear? Was the research hypothesis defined?

- **Methods:** where, when, who, what, how of the study

- **Results:** Are the findings accurate, relevant, and significant?

- **Conclusions:** What are the takeaway points and relevance of the findings?

PRO TIP: Ask your UNMC librarian to help you automate a literature search update monthly to your inbox.

Research Analysis *at scale.*

Is it replicable? Analyze the reproducibility of findings, cultural applicability, and potential study bias.

So what? Summarize the article, organizing consistently with a citation manager. (Talk to a librarian!)

PRO TIP: Ask AI to summarize articles for you! Use its speed first, then sort, filter, and dive deeper into individual articles accordingly.

CRYSTAL KRAUSE, PhD
College of Medicine

PRISCILA RODRIGUES ARMIJO, MD
College of Medicine

Google

Maximize Your Research Impact

WITH A GOOGLE SCHOLAR PROFILE

Enhance scholarly recognition and engagement within your field.

Augment your presence as a researcher.

Amplify the influence of your contributions.

CREATE A GOOGLE SCHOLAR PROFILE

1. Navigate to **scholar.google.com**

2. **Account Creation:** Sign in using an existing Google account, or create a new account.

3. **Access Your Profile:** "My Profile" will direct you to your profile page, initially devoid of any publications.

4. **Publication Addition:** Populate your profile by adding articles manually or by searching for your publications on Google Scholar and incorporating them into your profile.

5. **Personal Information Inclusion:** Enrich your profile with details and a photo to enhance accessibility and connectivity with fellow researchers.

6. **Public Profile:** Ensure visibility by clicking the "Make my profile public" option, enabling other researchers to discover your profile and peruse your publications.

ENHANCE A GOOGLE SCHOLAR PROFILE

Elevate your profile's effectiveness to contribute to your scholarly visibility and impact.

1. **Regular Updates:** Maintain relevance by periodically reviewing and updating your publications and personal details.

2. **Keyword Optimization:** Enhance discoverability by incorporating relevant keywords and tags reflective of your research interests.

3. **Add Co-Authors:** Broaden the reach of your profile by linking your work to other researchers, potentially exposing it to wider audiences and showcased joint publications, encouraging further networking and collaboration within your field.

4. **Interconnectivity:** Integrate links to your Google Scholar profile across various online platforms, websites, and email signatures to broaden its visibility.

5. **Encourage Citations:** Foster engagement and citation rates by actively promoting your work through social media, conferences, and collaborations.

6. **Community Engagement:** Participate actively within your research community by attending events, forums, and networking sessions to bolster visibility and reputation.

LILIANA BRONNER, PhD, MHSA, MBA
College of Medicine

SAVE IT

It's vital to preserve a lasting record of your professional work!

DETERMINE YOUR "KEEP" CRITERIA

Does it represent your professional accomplishments?

Your instruction? Your service?

Do you have room to store the physical material?

How much do you want to spend on cloud storage?

THESE ITEMS MAY HAVE LASTING VALUE:

TEACHING RECORDS
- Lecture Notes
- Course Outlines
- Syllabi
- Reading Lists
- Blank Exams

RESEARCH RECORDS
- Published Articles
- Data
- Research/ Subject Files

PROFESSIONAL SERVICE
- Correspondence/ Memos
- Reports
- Minutes
- Newsletters

ORGANIZATIONAL RECORDS
- Correspondence/ Memos
- Reports
- Minutes

BIOGRAPHICAL RECORDS
- CV
- Awards
- Photos or videos

3-D MATERIAL
Consider storage and personal value. Does that award or plaque represent a significant accomplishment in your career? Will you place it on display? Do you have room to store it? Could you save a picture of it instead?

Store your physical items off the floor in a clean, cool, temperature-controlled room away from sunlight, pests, and water.

PAPER-BASED RECORDS
You may decide to organize your files chronologically, thematically, or otherwise. Remove folders and items within folders that don't fit your "keep" criteria. Label photographs with as much information as possible. When finished, label any unlabeled folders and box the material. Label the box with the contents and date ranges.

DIGITAL RECORDS
Organize digital records like your paper records. Clearly label folders and files with a consistent naming convention. Save text files as .txt or PDF. Images can be stored as .tiff files or left as .jpgs. Export your email to a PDF bundle. Store copies of your digital records in multiple places, such as on the cloud and an external drive. Give another person access to passwords, if applicable.

LEGACY MEDIA
Do you have old VHS tapes, CDs, or Zip Disks? Save them if the contents fit your "keep" criteria. Consider how you will access the content. Do you still have the technology to transfer the files to a contemporary format? Do you hope to find a service that can do that for you? Legacy media can deteriorate. The sooner you transfer the contents, the better.

DIANNA HEMSATH, MA
McGoogan Health Sciences Library

BE CLEAR.
BE IMPACTFUL.
BE MEMORABLE.

COMMUNICATING

in a complex world

"**COMMUNICATION** IS NOT ABOUT SPEAKING WHAT WE THINK. COMMUNICATION **IS ABOUT** ENSURING OTHERS HEAR **WHAT WE MEAN**."

SIMON SINEK,
Start With Why
(Read it in the Faculty Commons)
go.unmc.edu/fac-commons

LET'S GO STORYTELLING!

Researchers have pointed to the parts of the brain involved in storytelling, and have even discovered speaker-listener neural coupling. Whether interviewing for a job, presenting to professional colleagues, or teaching a subject, **research supports the concept of enhanced effectiveness when using narrative to convey a point.**

1 What is a story?

• An account of events with a beginning, middle, and end.

• Some storytellers open from the middle of the plot to get listeners' attention and shorten the time to tell a story.

• Storyteller Jorge Luis Borges, for example, famously opened one of his short stories mid-sentence without sacrificing the plot.

3 Resources to improve storytelling

• Write flash-fiction (stories limited in word length.)

• Engage with 99-second groups (timed story competition with judges to choose the best storyteller).

• Explore The Moth live events and podcast (themoth.org).

Grit: True Stories that Matter podcast: **go.unmc.edu/stories**

2 How do you develop a story?

• Whether you write it all down, or just make an outline, effective storytellers will practice telling their story to achieve proper delivery.

• For example, I tell stories in person and over the radio. In person, my cadence employs audience participation inasmuch as it is modified by the audience reaction. If the audience is not present, I develop appropriate pauses for the plot line to take root in listeners' minds.

• Tell your story out loud to an audience, a mirror, a recording device, or even to an empty lecture hall to help you time the delivery, and decide what can be trimmed, what is essential for engaging the audience, and what is critical to the plot.

4 A few extra points

• A listener may wander away from a long story. Five to twelve minutes is a good target.

• Avoid the ever-intrusive "um." It helps to make it a habit to close your mouth at the end of a sentence.

• Avoid starting all of your sentences with a conjunction, such as "and."

• As you move from story to emphasizing the point you are making, guide your listeners with transition statements. They will appreciate the continuity, their minds will be anticipating the next point in your narrative, and it will emphasize your point even more.

MARY EDGERTON, MD, PhD
College of Medicine

HOW TO: HAVE A DIFFICULT CONVERSATION WITH YOUR SUPERVISOR

You received a poor performance evaluation. You perceive that your colleague isn't pulling their weight. You feel stymied under your supervisor's micromanagement… There may be many things you'd like to bring up to your boss, but difficult conversations are often uncomfortable, emotional, or even scary. How many interpersonal problems would be resolved—and how much mental burden would be alleviated—if we all were better able to bring tough issues to our boss with confidence, grace, and a solutions-oriented posture?

STEP 1 — PREPARE

A
What is the most important issue?

B
What are the facts?

C
What do you want from your supervisor?

D
Prepare for how your supervisor might respond.

E
Write down your talking points. Practice your discussion with a mentor or someone that can provide constructive feedback.

STEP 2 — DISCUSS

A
Focus on the most important issue.

B
Describe the issue and focus on the facts.

C
Offer suggestions.

STEP 3 — CONCLUDE

A
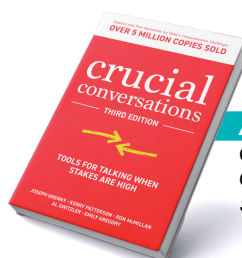**Thank** them for the opportunity to talk.

B
Summarize the discussion.

C
Talk about next steps – what will be done and who will do it.

D
Follow up by email with a brief recap of points A-C above.

AUTHOR RECOMMENDATION
Grenny, J., Patterson, K., McMillan, R., Switzler, A and E. Gregory. (2021). *Crucial conversation: Tools for Talking When Stakes are High, Third Edition*. McGraw-Hill Contemporary.

JANE MEZA, PhD
Academic Affairs

SENTENCE STARTER SURVIVAL GUIDE IN CONFLICT

IF

- you wake up during the night with just the right response to a difficult conversation from earlier in the day…
- you find yourself shutting down when the temperature of a conversation rises….
- you want to engage in conversation instead of being the final word…
- you want to elevate your listening, over simply reacting…
- you want to be more deliberate rather than making rapid diagnoses…
- you find yourself avoiding conversations that you think will be difficult…
- you send emails as a way to avoid difficult conversations…
- you wonder why your mind goes blank during when a conversation becomes difficult…

THEN

Try some of these sentence starters to elevate the outcomes from any conflict

1. Tell me more about….
2. I think I heard you say _____. Is that correct?
3. What steps can we take to improve this?
4. Where do you see the true pain points?
5. What would you like to achieve by _____?
6. Who else has a useful perspective on this topic?
7. How would you see a way forward?
8. I have a request. Are you open to hearing about it?
9. What can be done differently in the future?
10. Say more about why this is important to you.
11. Can you help me make the connection— what am I missing?
12. Can we slow down and go over that again?
13. Can you tell me about a time when you have had a similar situation?
14. What you have tried to this point?
15. How do you see the conversation with _____ going?
16. Please tell me about the strengths you can bring to this situation.

LINDA M. LOVE, EdD
Faculty Development

KENNETH A. ZOUCHA, MD
Department of Psychiatry

Is this folding towels?

Differing opinions among faculty and students can feel contentious, but there is opportunity for everyone to be enriched by the diversity of thought without having to reach agreement.

Classroom discussions
1) make learning more active;
2) result in a deeper understanding of the educational material; and
3) promote understanding of others' perspectives.
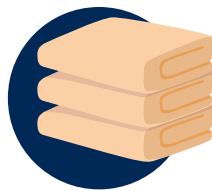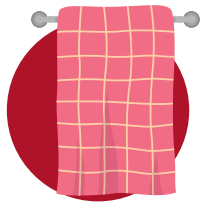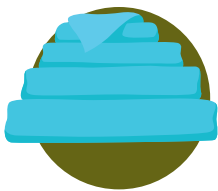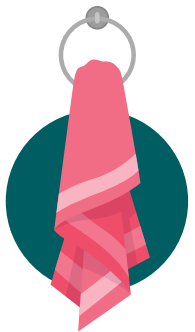
When I was about 15 years old, I worked for my art teacher cleaning her house and doing odd jobs to help her when she was fighting cancer. From my lived experience to that point, I assumed there was a right way and a wrong way to do everything—including housework. When I was folding her laundry, I learned that there are many ways to fold towels. I began to fold her towels as my mother taught me, in half and in half and then half again until there was a square, and they were carefully placed on the shelf lining up with the fold on the edge of the closet shelf. Mrs. W. folded her towels in half and then in thirds because they fit neatly on her shelf. **I was confronted with the reality that there was a different, equally effective, way to get the same task done.**

JANA WARDIAN, PhD, MSW
College of Medicine

When I began teaching, I would have a conversation with my students about "folding towels." They would invariably be picturing how they fold towels in their own homes. Sometimes, the conversation would move toward discussion of the myriad ways to fold towels including rolling them and just hanging them up on the towel rod. Sometimes, an informal poll would be conducted in search of the "right" answer. I redirected this conversation toward discussing how this might apply to our classroom activities and discussion.

There would be times in class when discussing application of theory, choosing a treatment modality, or way of conducting a client assessment, we would debate the many ways to do these activities. After discussion went on for some time, I may ask the class, "Is this folding towels?" We would all nod and reinforce that there are different ways of accomplishing the same task, and we may never reach consensus on this topic. Ideas were shared and students were free to choose the best way to accomplish the task for them.

I am often reminded of "folding towels" as I facilitate conversations among students and professionals. Just as Mrs. W. taught me to fold towels differently, I need to be open to learning from others. There is seldom one way of completing any given task; providing space for individualization seems reasonable to me.

Communicating Across Generations

	1940-1960	1960-1980	1980-2000	2000-2020
	Baby Boomers	**Generation X**	**Millennials**	**Generation Z**
WORLD EVENTS DURING FORMATIVE YEARS	Vietnam War, Cold War, Civil Rights Movement	End of Cold War, Recession	1990s Tech Boom, Y2K, Columbine	9/11, Iraq & Afghanistan Wars, Economic Recession
VIEWS TOWARD AUTHORITY	Rules are good until they conflict with needs	Rules should serve a purpose	Rules should make sense	Rules should not be followed blindly
WHO SHOULD LEAD?	The most accomplished person	The person who can get the job done	The person who best contributes to the group	The person who is transparent, authentic, and collaborative in decision making
VIEWS TOWARD WORK	Live to work	Work is a means to an end	Work provides fulfillment	Work is integrated and flexible
MOTIVATING MESSAGES	I value your accomplishments	Do the job how you want	You are part of a dynamic team	We're in this together
COMMUNICATION PREFERENCES	Phone	Email	Text/social media	Social media/ visual communication

In addition, remember these guidelines when communicating across generational differences:

» Be aware of how your generation may shape your own behaviors and views.

» Before attributing behavior to a character flaw, consider it may be due to differing generational perspectives.

» Be cautious of prejudice—there is more that makes up a person than the decade in which they were born.

» People want to succeed, no matter their generation.

GEOFFREY TALMON, MD
College of Medicine

Activating an Improv Mindset

Improv skills have rapidly moved from center stage to the health care arena. Practicing basic improv approaches helps develop both your own inner voice and enhance communication with others.

PERSONAL   **INTRAPERSONAL**   **GROUP**

Say "Yes, And..."

PERSONAL	INTRAPERSONAL	GROUP
Say "Yes" to yourself and build from your own experience	Say "Yes" to your communication partner and add your contribution. Build a shared reality.	Say "Yes" to the situation as it is and move in the direction of your principles.

Make low-inference statements

PERSONAL	INTRAPERSONAL	GROUP
Know thyself.	Don't make the meaning of your statements dependent on how your communication partner interprets the statement.	Seek commitment rather than consensus.

Be here, now

PERSONAL	INTRAPERSONAL	GROUP
Be in the present. Develop focus in the moment.	Allow people to change and seek connection to the present rather than what existed in a person's past.	Acknowledge past successes and missed opportunities as education for addressing present challenges.

There are no mistakes

PERSONAL	INTRAPERSONAL	GROUP
You don't have to be perfect.	Use mistakes as lessons to improve your understanding of your communication partner.	Use mistakes as lessons to improve your team's overall performance.

HALLMARKS OF AN IMPROV MINDSET

- First seek connection.
- Demonstrate vulnerability.
- Create safety around you for people to be authentic (and vulnerable).
- Embrace iterative decision making.
- Delineate between Learning Zones and Performance Zones and maximize the benefit of each.

MIKE SMITH, MD
College of Medicine

FROM CHIT–CHAT TO CHRONICLE:

PRESERVING YOUR (AND UNMC'S) HISTORY

From initial idea to established institution — every college, department, program, or initiative at UNMC has a rich and important history. These histories are often retold only at the lunch table or when a new hire is onboarding.

Documenting institutional history is something that can be overlooked but very important when making visioning decisions. Where have we been, where are we now, and where do we want to go.

UNMC's history is valuable for learning and societal context.

Make sure iconic moments are preserved!

McGoogan Library maintains an oral history archive of the vast and varied history of UNMC. We have the paperwork, digital repository, and process to make these publicly accessible.

Following these steps, YOU can help preserve UNMC's legacy.

STEP 1 — Find someone to interview

You know who has all the stories. Ask if they'd share their experiences to preserve their unit's past.

STEP 2 — Craft the interview questions

Discuss a pivotal initiative, program, or moment in time... What was it really like? Who were the key players? How did the conversations go? What were the setbacks? What were the victories?

- Avoid yes or no questions. Illicit a narrative with open-ended questions.
- Ask the questions you've always wanted to know or want others to understand.

STEP 3 — Gather your equipment

You have everything you need right in your purse or pocket – smart phone audio recordings are great! Video recordings are even better.

STEP 4 — Sit down and have a conversation

Choose a quiet place, and a time when you are both unrushed and able to relax.

Then, just talk!

You might have multiple conversations and there might be several voices. Keep everything straight by starting the recording(s) with who is present, the date/time, and your location.

STEP 5 – Let the Library know

Send recordings to history@unmc.edu. McGoogan Library staff will transcribe, check for accuracy, and send it back for an opportunity to make any redactions. Afterward, we will add it into the Preservica database where it will be accessible, cared for, and secure.

Explore the Oral History Collection on the McGoogan Health Sciences Library website

CARRIE MEYER, MA
McGoogan Health Sciences Library

Feedback Trap

CONNECT THE RIGHT WIRES

Feedback intensifies the tension between two innate human needs: the desire to improve and the desire to be valued just as you are. No wonder so many people bristle at the thought of feedback conversations. To help you, your boss, your direct reports (and your spouse, mother-in-law, HOA president, and unruly teenager, for that matter) better give and receive feedback, **make sure nobody is crossing wires.**

3 types of feedback   **3** distinct purposes   WE NEED ALL THREE!

Appreciation communicates meaningful gratitude. It says "I see you" and "thank you."

Coaching helps you learn, grow, or change. It sharpens skills and improves capabilities.

Evaluation tells you where you stand. It compares you to a set of internal/external standards.

Employee, *seeking coaching:* "Check out these updates I made on our research protocol manual – what do you think?"

Colleague: "Oh, thank you! It looks great!" *(appreciation)*

VS.

Employee, *seeking coaching:* "Check out these updates I made on our research protocol manual. I'd like to make sure it's well-organized and clear – how do you think I should change it from here?"

Colleague: "Wow, thanks for taking the initiative to do this! *(appreciation)* I think you could lead with..." *(coaching)*

Telephones once worked by a human plugging a literal wire into an appropriate jack to make sure the caller was on the same connection as the receiver (don't ask me any more questions – I only know this from TV). Similarly, to have successful feedback conversations, the feedback giver and receiver must **beware of crossing wires.**

ASK YOURSELF

1 What's my purpose in giving/receiving this feedback?

2 Is it the right purpose from my point of view?

3 Is it the right purpose from the other person's point of view?

ERIC BLOOMQUIST, MA
Faculty Development

READ MORE: Stone, D., & Heen, S. (2014). *Thanks for the feedback: The science and art of receiving feedback well (even when it is off base, unfair, poorly delivered, and frankly, you're not in the mood)* (pp. 29–45). Penguin Books.

EDUCATION EVENT CHECKLIST FOR SPEAKERS

**You—the expert—have been invited to speak!
Use this checklist to bring your very best, and
maximize potential for future invitations.**

- ☐ Communicate early and often with the event planning team
  - ○ Fully understand the who, what, when, where, and why.
    (What is your expected deliverable?)
  - ○ Commit to the learning objectives / outcomes.
    Don't adjust unless authorized to do so.
- ☐ Fully understand in detail what is expected of you.
  - ○ Type of delivery format: lecture/podium,
    interactivity, small group, panel, etc.
  - ○ Type of materials needed by the planning team:
    PPT, handouts, lab materials, etc.
- ☐ Mark your calendar (including prep time) and make arrangements for
  transportation, if needed.
- ☐ Return disclosures and other materials on or before requested date(s).
  - ○ Disclosures are needed in order to provide
    Continuing Education (CE) credits.
  - ○ Return disclosures when specified.
    Don't be the reason your session is not accredited!
- ☐ Create or modify your presentation.
- ☐ Prior to event, confirm all details, provide your day-of contact information.
- ☐ If traveling, let your planners know when you've arrived in the local area.
- ☐ Make a 'dry run' from the hotel to the event site to avoid being late the
  day-of.
- ☐ Verify expectations for you to remain after your presentation for Q&A or
  social interactions.
- ☐ Have a back-up plan and take advantage of practice time offered by the
  venue/event planner. Test your tech.
- ☐ Execute your presentation as close to the plan as possible, yet remain
  flexible. Don't change objectives, outcomes, or materials without written
  approval from the accrediting organization.
- ☐ Enjoy your time with the participants. They are looking forward to hearing
  from you—the subject matter expert!

Review this
speaker manual
for detailed
explanation of
each item (and
for a helpful
planning guide
for speaking
events at UNMC)
**go.unmc.edu/
speaking**

JUDITH NEVILLE, CPhT, CSPT
College of Pharmacy

RUSSELL BUZALKO, PhD
College of Medicine

OUR PEOPLE
EXPAND WELLNESS.
OUR PEOPLE HEAL.

WELLBEING

ideas to be healthy, whole, and thriving

"WHEN YOU **MOVE BEYOND YOUR FEAR**, YOU FEEL FREE."

SPENCER JOHNSON,
Who Moved My Cheese
(Read it in the Faculty Commons)
go.unmc.edu/fac-commons

CULTIVATE MATTERING

HOW TO FOSTER A FULFILLING CULTURE

Mattering is the personal feeling of being valued. It develops as our clinical, academic, and personal activities are observed and we are heard, cared for, and appreciated. But, there are barriers to the positive benefits of mattering including thinking we matter less to others than we actually do.

Do you help others feel like they matter?

HELP OTHERS IMPROVE THEIR MATTERING:

Share important discussions with others.

Ask others what they think about issues and potential decisions.

Acknowledge efforts of colleagues. Thank them for what they are doing.

Include others in your activities at work or play.

Invest in other's well-being. Ask probing questions about their hopes, values, interests, or things that improve their day.

Listen. Really listen to people when they talk.

Go beyond letting people know you are available when needed. *Show them* you are.
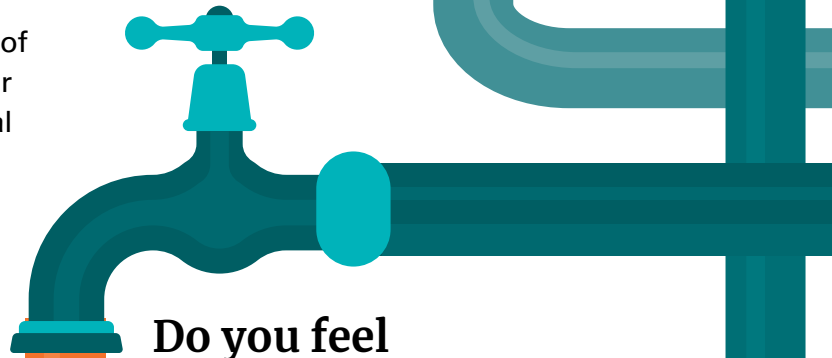
Do you feel like you matter?

IMPROVE YOUR SENSE OF MATTERING:

Examine your strengths. Mattering will improve as you add value to yourself and your actions with others.

Celebrate your successes. Achieving goals can improve mattering—relish in small, daily wins.

Open up. Invite honest dialog with colleagues and leaders in informal settings.

Grow. Advance your skills, knowledge, or roles.

Lean into your purpose at work. Exchange feedback in decision-making processes.

Expand your purpose. Look broadly—church, community groups, and volunteer organizations.

Practice daily gratitude. Expressed in relationships, community activities, and your daily work.

Don't delay. Seek professional help whenever you need it.

If we value wellness, culture, and teams, we must also care about Mattering— it is the foundation.

ROWEN K. ZETTERMAN, MD
College of Medicine

ADDITIONAL INFORMATION: Prilleltensky, I. (2020). Mattering at the intersection of psychology, philosophy, and politics. American Journal of Community Psychology, 65(1-2), 16-34.

LIFESTYLE MEDICINE
Enhancing Student Success in Health Professions

Curricular, extracurricular, and co-curricular activities and campus resources to foster student support and establish healthy habits for early professionals.

SLEEP

- Napping pods on campus
- Accountability with peer-mentor

NUTRITION

- Healthy food in vending machines
- Refrigerators and microwaves for student use
- Healthy lunches when provided at meetings
- Time in a student schedule for eating meals (i.e. not overscheduled)

SOCIAL CONNECTIONS AND RELATIONSHIPS

- Peer mentors of upper-class students
- Volunteer opportunities
- Social events
- Assigned and unassigned groups for class assignments
- National or state associations Early Professional Special Interest Group

STRESS

- Early quick checks for mental health with campus resources
- Social activities
- Counseling and psychological services while on and off campus during clinical experiences
- Monitoring exam and assignment deadlines around holidays, breaks, and in clusters

PHYSICAL ACTIVITY

- Campus intramurals
- Encouraging physical activity during class breaks
- Participation in walk/run fundraiser
- Open stairways in buildings

AVOIDING RISKY SUBSTANCES

- Faculty advising sessions and cognitive reframing
- Peer-group advising
- Campus resources for student success
- Crisis hotlines
- Mental Health First Aid course for students and faculty

BETSY J. BECKER, PT, DPT, PhD
TESSA M. WELLS, PT, DPT, GCS
KATHLEEN G. VOLKMAN, PT, MS, NCS
NIKKI M. SLEDDENS, PT, PhD, CEEAA
TERESA M. COCHRAN, PT, DPT, MA, GCS
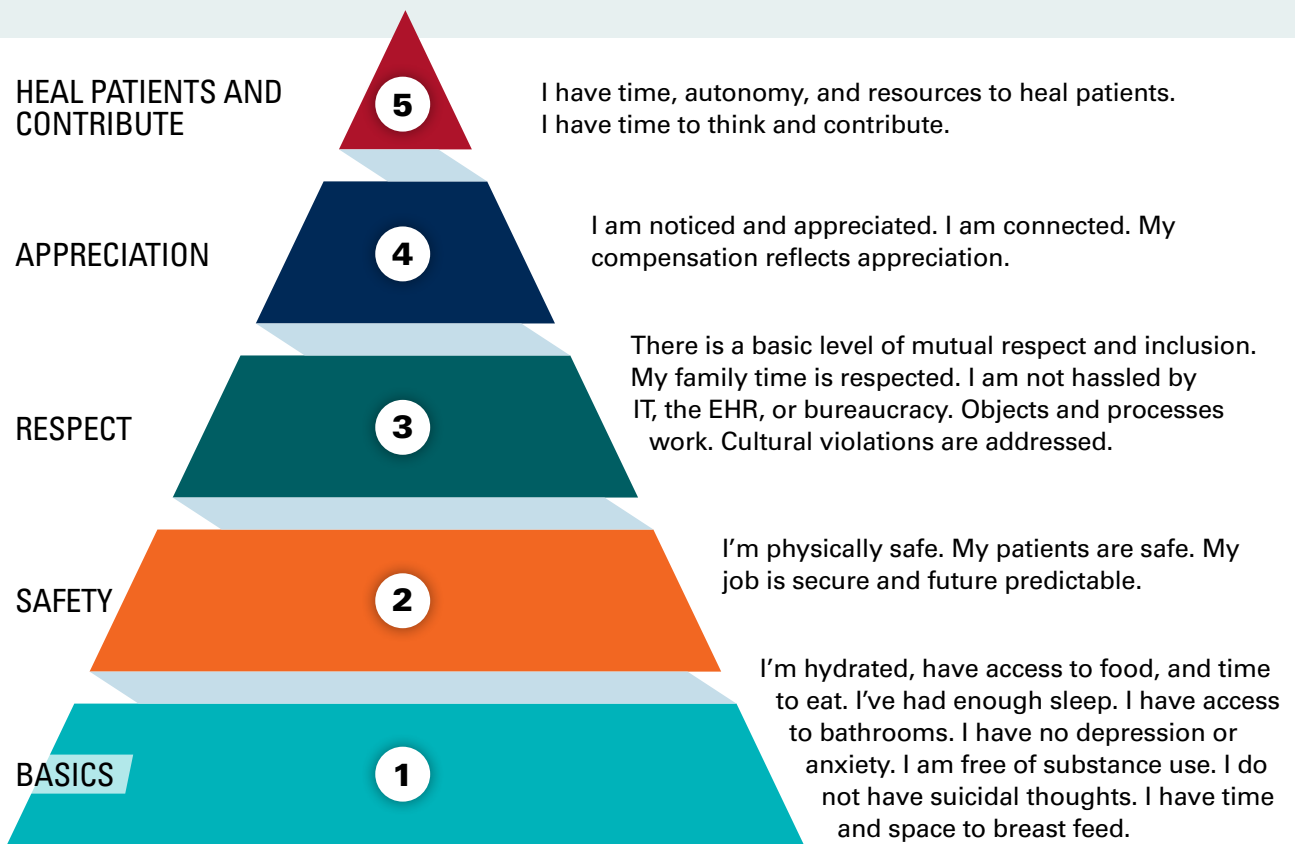College of Allied Health Professions

MORAL INJURY

UNDERSTANDING PROFESSIONAL NEEDS

Maslow's hierarchy is a familiar construct to understand basic human needs. We wear many hats in academic medicine, and our understanding of our hierarchy of needs may span many areas including our personal lives, service, clinical care, education, and research.

Rather than focusing on shortcomings of an individual experiencing burnout, moral injury offers a different perspective as to why many professionals may find themselves stuck on lower order needs.

BURNOUT suggests that the problem resides within the individual, who is in some way deficient. It implies that the individual lacks the resources or resilience to withstand the work environment.

MORAL INJURY describes the challenge of simultaneously knowing what care patients need but being unable to provide it due to systemic constraints that are beyond our control.

HEAL PATIENTS AND CONTRIBUTE

5 — I have time, autonomy, and resources to heal patients. I have time to think and contribute.

APPRECIATION

4 — I am noticed and appreciated. I am connected. My compensation reflects appreciation.

RESPECT

3 — There is a basic level of mutual respect and inclusion. My family time is respected. I am not hassled by IT, the EHR, or bureaucracy. Objects and processes work. Cultural violations are addressed.

SAFETY

2 — I'm physically safe. My patients are safe. My job is secure and future predictable.

BASICS

1 — I'm hydrated, have access to food, and time to eat. I've had enough sleep. I have access to bathrooms. I have no depression or anxiety. I am free of substance use. I do not have suicidal thoughts. I have time and space to breast feed.

Be part of the solution to moral injury

Work with a coach for success in challenging environments

JAYME DOWDALL, MD
College of Medicine

A Heavy Weight:

Second Victim Syndrome in Health Care

Virtually every health care professional knows the sinking feeling of a clinical error or a poor outcome. Although health care professionals are "only human", there remains little room for error in our medical system. This expectation of perfection allows us to strive for the best patient outcomes, but it takes a serious toll on all involved when a sentinel event occurs.

THE PROBLEM

- "Second victim" was initially used as a term to recognize the suffering of health care professionals (HCPs) at the hands of the medical system. The current definition of second victim syndrome (SVS) is broader, reflecting on the negative impact of traumatic situations on HCPs.

- Senior and junior HCPs, including trainees, are equally at risk for SVS.

- After a sentinel event, female HCPs report more distress than males, resulting in loss of confidence, fear of blaming, and fear of being discredited among their colleagues.

- SVS can affect the entire health care team, regardless of whether they were involved in the sentinel event. Team relationships can suffer due to mistrust, micromanagement and loss of camaraderie in the clinical setting.

- SVS increases rates of burnout and attrition in HCPs.

SCOTT ET AL'S 6-STAGE RECOVERY TRAJECTORY:

1 chaos and accident response
"How and why did this happen?"

2 intrusive reflections and "what if" questions
"How did I miss this?"

3 restoration of personal integrity through sharing of the experience and it's impact
"Will I ever be trusted again?"

4 enduring inquisition from others and wondering about the impact of the mistake
"I might get fired."

5 obtaining emotional "first aid"
*see following page

6 moving on or dropping out
"I am a better _____."

JESSICA MAXWELL, MD, MS
College of Medicine

COPING MECHANISMS:

Problem-focused:
- Emphasis on learning from the incident
- Understanding the error
- Developing a plan of action

Emotion-focused:
- Emphasis on dealing with the emotional distress caused by the event
- Utilization of social support

RECOMMENDED INTERVENTIONS:

- Early multidisciplinary team debrief after an event (see page 35)
- Address patient and HCP issues on the team and individual levels
- Acknowledge a traumatic situation and promote an "it's ok not to be ok" culture
- Check in on team members beyond the sentinel event
- On-site mental health support for HCPs

SVS affects close to 50% of HCPs during their careers.

RESOURCES @ UNMC/NEBRASKA MEDICINE:

Employee Assistance Program (EAP):
- UNMC and Nebraska Medicine provide a confidential EAP for employees and family members. Appointments can be made by calling a live-answered local or toll-free number or by visiting the Arbor Family Counseling website. Day, evening, and weekend sessions are available as well as off-site, on-site, and web-conferencing options. There are multiple counselors to choose from, counselors with various counseling specialties, as well as multi-lingual interpreter services.
- Contact: Arbor Family Counseling or call 402-330-0960 or 1-800-922-7379.

Peers in Need of Support (PiNS)
- For colleagues who'd like 1:1 peer support, Nebraska Medicine's confidential PiNS (Peers in Need of Support) program is available. All colleagues will be matched with one of our behavioral health responders, made up of Nebraska Medicine and UNMC psychologists, social workers, marriage and family therapists, staff chaplains, and other trained staff. This is not formal evaluation or treatment, but a supportive peer to listen, offer suggestions, share resources, and make referrals when needed. Physicians seeking support will be matched with a trained physician from another department.
- Requests for wellness workshops (by managers) and 1:1 support (by colleagues themselves) should be made via email to pins@nebraskamed.com.

BOOSTING HEALTH AND PROFESSIONAL SUCCESS

All health professionals, trainees included, should exercise regularly to benefit from the numerous positive effects on health, wellness, and academic success.

HOW MUCH ACTIVITY DO I NEED?

MODERATE-INTENSITY AEROBIC ACTIVITY

Anything that gets your heart beating faster counts
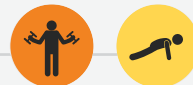
at least **150** minutes a week

AND

MUSCLE-STRENGTHENING ACTIVITY

Do activities that make your muscles work harder than usual

at least **2** days a week

Tight on time this week? **Start with just 5 minutes.** It all adds up!

Or get the same benefits in half the time. If you step it up to **vigorous-intensity** aerobic activity, aim for at least **75 minutes** a week.

BARRIERS TO IMPLEMENTATION

"I'm too tired."
- Exercise can help boost energy levels.
- Exercise can promote better sleep.

"I don't have time."
- Start with 10 minutes. Schedule it into your calendar.
- Consistency is more important than intensity.

"I don't like to exercise."
- Do something you enjoy, or with people you enjoy.
- Daily activities such as gardening, walking on stairs, and picking up heavy items can also count.

"It hurts to exercise."
- Actually, exercise may help you feel better.
- Consult with a physical therapist for an individualized plan that can benefit you.

BETSY J. BECKER, PT, DPT, PhD, CLT-LANA

KELLIE GOSSMAN, PT, DPT, PCS, CLT

GRACE JOHNSON, PT, DPT, MS, OCS

Let's Be Friends!

The evidence for the value of *friendships* is expanding. Especially as recent shifts in work and life norms have exacerbated social disconnection, studies indicate that the quality of our relationships—and particularly the quality of relationships among *colleagues*—is deteriorating.

VALUE OF FRIENDS

Beyond the obvious mental & emotional implications, social isolation and loneliness are both statistically significant predictors of an earlier death, as well as various morbidities like heart attack, stroke, type 2 diabetes, dementia, and addiction.

In fact, a study of U.S. adults suggests that **loneliness was a more important predictor of mortality than cancer, hypertension, or smoking.**

HOW TO MAKE FRIENDS

The time is NOW.

Don't wait for a good friend to fall into your lap. You take the first step in making a connection, and take it now.

Friendship often gets the backseat to other relationships. You won't develop friendships unless you prioritize friendships.

Stretch BEYOND comfort.

Ask for the name reminder even if its "too late." (it's not too late).

Don't assume you're imposing when you ask to exchange cell phone numbers.

Take the first step in asking and receiving favors from your literal neighbors.

Muster the courage to show hospitality. Your house is clean enough, your kids aren't too wild, and store-bought food is fine.

COMMIT. Good friendships take time, and they take energy.

Yes, time and energy are things you don't have. So make it.

Repeat: COMMIT. For the long haul.

Fostering good relationships often comes at a cost. Money, time, sacrifice, compromise, forgiveness. The cost will be higher in some relationships than others, but it will most often be worth it.

ERIC BLOOMQUIST, MA
Faculty Development

10 TIPS FOR FINANCIAL INDEPENDENCE REGARDLESS OF YOUR PROFESSIONAL STAGE

You love your job, but eventually you will want to retire and enjoy those hard-working years. Start planning for that day today, not when you are nearing retirement age.

To stay ahead of your financial path to retirement, make your money work as hard as you – better yet, harder!

1 **Start investing today.** Predicting the right time to enter the market is not the best move, because the best time to enter the market was yesterday (you missed it!). Duration of time in the market is more important than when you get into it.

2 **Saving is a habit: learn it now.** Set a goal to save 20% of your income annually. Make saving automatic (set-up bills for automatic payment as soon as you get paid).

3 **Don't live above your means.** Strong forces want you to believe that more is always better, which usually does not bode well for your savings. The novelty of fancy purchases does not last. Treat yourself to material rewards thoughtfully without living above your means.

4 **Pay off debts as soon as possible.** Most people think of saving as putting money away and not touching it. Getting rid of high-interest rate debts (i.e., high-interest credit cards) is also a form of saving. Make sure you are not accumulating new debt in the process.

5 **Fund your employer-sponsored retirement account.** Start investing by funding the retirement accounts sponsored by your employer. Employers often match employee contributions to 401K/403b retirement accounts—if you don't contribute, you leave free money on the table (potentially LOTS of it over time).

6 **Keep a rainy-day fund.** Things happen. Most experts recommend saving 3-6 months of your monthly expenses in an easily accessible account (that is still earning interest), in case of unexpected unemployment or surprise expenses.

7 **Run your own race.** Don't compare yourself with your friends. Set your goals and work towards achieving them. Don't fall for the latest fads – that's not your game.

8 **Leave a legacy of saving.** For those with dependent children, post-secondary education is getting increasingly expensive. A 529 account is a great way to save for college. Also, teaching children the value of saving hard-earned money will save more for you and them in the long run.

9 **No time or interest?** Get a financial advisor: If you are unsure or uncomfortable managing your own finances, a financial advisor can be a worthwhile investment. Take the time to research prospective companies and advisors before committing. A fiduciary financial advisor is legally and ethically bound to act with your best interests in mind.

10 **YOLO (You only live once).** You save for retirement so that you can enjoy life later, but life doesn't start when you retire. Enjoy the things that make you happy, but don't forget the main goal.

ALBERTO MARCELIN, MD
College of Medicine

PLANNING YOUR RETIREMENT by the Decade

Our professional and personal lives are ever evolving with chapters continually opening and closing. There is never only one way to transition to and from new chapters. Every day brings a fresh opportunity to recalibrate. Check in with yourself and your goals regularly.

30s

- Begin dreaming about your ideal future—yes, now!
- Read about Financial Independence Retire Early (FIRE) and determine if you want a traditional route to retirement or something else.
- Establish strong habits of early saving and investment, balanced with maximum wellness. *Live to the fullest!*

40s

- Refine your financial plan and timelines with your benefits or retirement plan advisor.
- Consider your dreams for what you'd do with a volume of "unscheduled" time.
- Adjust health and wellness habits to support your most important asset, your body. *Live the life of your dreams!*

50s

- Tally income, savings, investments, and retirement accounts. Evaluate debt load and lifestyle expenses.
- With your advisor, forecast a target amount that would support your future happiness.
- Meet with a personal trainer or other accountability partner to assure maximum strength and fitness.
- Explore or expand hobbies and relationships. *Live with purpose!*

60s

- Study the Medicare enrollment process, and develop a plan for claiming Social Security (including your partner).
- Draft what an "ideal day" might look like in retirement.
- Re-evaluate your health and wellness pursuits for the most gain.
- Begin conversations with your boss about partial or phased retirement options. Consider encore career or part-time work options. *Live well!*

70s, 80s, and beyond

- Explore changes in lifestyle, exercise, relationships, hobbies, travel, health, and/or leisure time.
- Re-evaluate your asset use and tax implications with financial advisors.
- Contribute to the world around you with your time, money, and wisdom.
- Create the most joy from your years of saving. *Live it up!*

"If you're not planning for retirement by age 40, you're not going to make it."

Learn more in the UNMC Faculty Retirement Guide, available at **go.unmc.edu/iLEARN**.

Wellness comes in many forms

To support the wellness of the UNMC community, the McGoogan Health Sciences Library has developed programs and spaces that can be implemented by any unit. Consider the following tips and ideas as you develop offerings for your own team or create your own personal wellness priorities—and talk to your UNMC librarian!

ENCOURAGING WELLNESS IN THE WORKPLACE

1.
SURVEY YOUR AUDIENCE. Ask how they want their wellness to be supported instead of focusing on how you think you should be supporting their wellness. A brief survey can go a long way not only by making your team feel heard, but also better understanding their actual needs.

2.
OFFER A VARIETY OF WELLNESS OPTIONS. People feel supported in diverse ways and participation should be optional. Some people really like group activities while others like an individualized activity to do on their own time. Consider offering a variety as you plan.

3.
BEGIN WITH THE 'LOW HANGING FRUIT.' Start small with a few activities and grow the ideas that garner interest. Easy wellness support examples can include small acknowledgment gifts, promoting existing wellness resources, workspace decoration contests, a dedicated wellness corner with resources, snacks, and relaxation activities like coloring books, etc.

4.
CHECK IN TO EVALUATE ANY CHANGES IN NEEDS. While that first survey gets initial ideas in development, an annual or bi-annual check-in can reinvigorate wellness activities and uncover new needs. Keeping your audience's wellness front and center will ensure success!

5.
PASSIVE ACTIVITIES SHOULD NOT BE OVERLOOKED. Not everyone will want to participate in a wellness activity that involves many people. For example, some people may find pet therapy too stimulating. A passive option may be to ask people to send in pictures of their pets and post those for viewing.

PREVIOUS HEALTH SCIENCES LIBRARY WELLNESS INITIATIVES • reflection rooms • napping pods • building a leisure reading collection • moderating book clubs • hosting a living library program • providing an annual open house event with activities • offering student wellness weekends • hosting a sensory room in the library space • participating in campus de-stress week each semester

JESS KING, MLIS
McGoogan Health Sciences Library

DARBY KURTZ, MA
McGoogan Health Sciences Library

8 DOMAINS of WELLNESS

EMOTIONAL
☆ ☆ ☆ ☆ ☆

_____

_____

_____

SPIRITUAL
☆ ☆ ☆ ☆ ☆

_____

_____

_____

INTELLECTUAL
☆ ☆ ☆ ☆ ☆

_____

_____

_____

PHYSICAL
☆ ☆ ☆ ☆ ☆

_____

_____

_____

Rate your current satisfaction with *your personal wellness* in each domain. Identify one *action, routine, or habit* to realize greater wellness.

ENVIRONMENTAL
☆ ☆ ☆ ☆ ☆

_____

_____

_____

FINANCIAL
☆ ☆ ☆ ☆ ☆

_____

_____

_____

OCCUPATIONAL
☆ ☆ ☆ ☆ ☆

_____

_____

_____

SOCIAL
☆ ☆ ☆ ☆ ☆

_____

_____

_____

AN INVESTMENT IN *PEOPLE* IS ALWAYS WORTHWHILE

GROWING *YOU*

for continual forward motion

"**KNOWING** WHAT YOU DON'T KNOW **IS MORE USEFUL** THAN BEING BRILLIANT."

CHARLIE MUNGER

CURIOUS, EAGER LEARNERS WITH AN INSATIABLE APPETITE FOR GROWTH.

BY THE NUMBERS

1,812
registrations for faculty development learning opportunities in the most recent academic year

93
applications for individual or group coaching experiences in one academic year

84
percent of iLEAD graduates have continued/finished their careers at UNMC

"The [Faculty Development] events and information disseminated, the colleagues I've met through the events, and the encouragement and advice I've received are at the top of my list of most valuable assets and experiences at UNMC. Without question, Fac Dev has played a major role in shaping me professionally… and I'm so thankful for it."

"The skills learned here are something I will be able to take with me into every project I lead from now into the future."

UNMC
FACULTY DEVELOPMENT

ANYTIME, ANYWHERE

Faculty Development provides hundreds of hours of on-demand webinars, recordings of past sessions, and a variety of asynchronous learning resources available anywhere, anytime.

Go2Knowledge

go.unmc.edu/g2k

Live and on-demand webinars on relevant teaching and higher education topics.

iLearn

go.unmc.edu/ilearn

On-demand recordings of past UNMC Faculty Development learning, exclusive downloads, and UNMC resources.

Don't learn alone!

- Community learning with interprofessional colleagues
- Small Group or Team learning
- Independent self-designed learning

In one academic year:

678

Go2Knowledge webinars were accessed by UNMC Faculty.

BE MEMORABLE

Power Presentations
3-part series to develop the key traits of the most memorable public speakers and teachers—whether on the conference stage, in the classroom, or in the virtual environment.

go.unmc.edu/power-pres-info

»IMPACT:

"For one of the most important talks of my career, participating in Power Presentations provided the needed time, resources, practice, and feedback to make it a success!"

– Kaleb Michaud, PhD,
past Power Presentations participant

"**It is amazingly simple to be better.** Faculty Development decoded it for me and helped me practice. Then I went out and did it, and wow— **it really works!**"

"I've never had people waiting to talk to me after a national presentation, until I changed the way I presented."
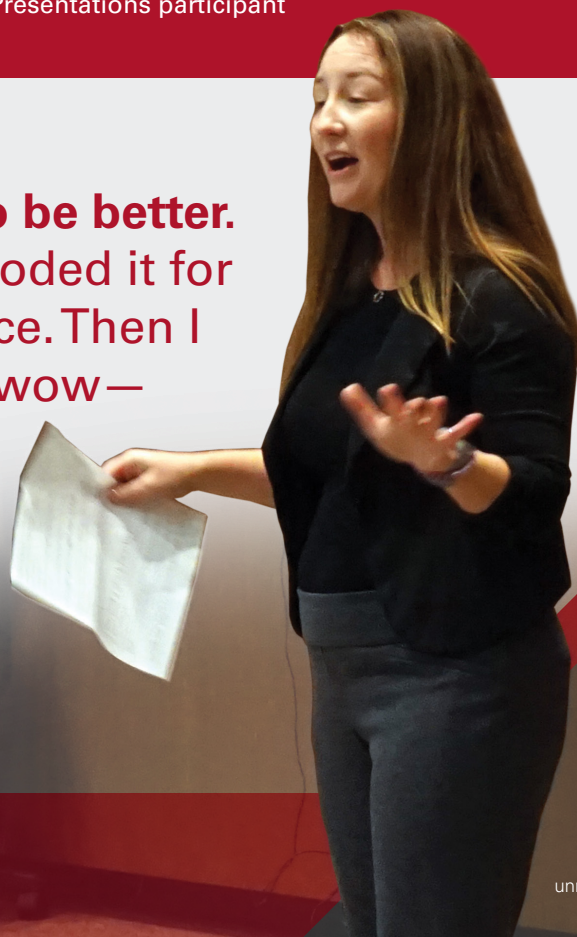
PREPARING LEADERS FOR THE FUTURE

iLEAD
invest | influence | impact

Faculty Development's Interprofessional Leadership for Excellence and Academic Development (iLEAD) program is a year-long intensive investment in leadership growth—equipping faculty with critical skills, and strengthening UNMC's leadership pipeline.

»IMPACT:

"We all benefit when we have strong, confident, calm, insightful, and creative leaders. iLEAD is an opportunity to grow better leaders — this benefits all of UNMC. It also provides a unique opportunity for those who may not see themselves as leaders to become comfortable and effective in leadership roles."

–Rebekah Gundry, PhD, Chair, Cellular and Integrative Physiology

"Relationships with my fellow iLEAD participants have already helped me in a number of concrete ways and maybe more importantly, in ways that are hard to quantify. I feel much more connected to my UNMC community *and confident that if I need something, I at least know someone I can reach out to be pointed in the* right direction."

"I love how **individualized** and **thoughtful** this program is — it doesn't feed you templates, it helps you to **understand** your **strengths** and gives you a toolbox to **empower** you on your own path."

"By investing in me and my cohort within the iLEAD program, UNMC is not only recognizing rising leaders but is also teaching us how to lead more effectively and authentically as ourselves as leaders. This ensures that we, the next generation of UNMC leaders, are equipped with the tools to continue the mission of the hospital and university."

Experience the Impact
go.unmc.edu/ilead

GET UNSTUCK. GO FURTHER. COACHING AT UNMC

WELLNESS
WORK/LIFE INTEGRATION
WORKPLACE ISSUES
CAREER TRANSITION
COACHING
CAREER PLANNING
COMMUNICATION
TEAM DYNAMICS
DIFFICULT CONVERSATIONS

»IMPACT:

"[My time with my coach] was the most fabulous, helpful 75 minutes I have spent with anyone in a long time. [My coach] was engaged and attentive, and shared many thoughtful insights to help me as I go forward on my journey as a physician and as a human being. I found [my coach] to be kind, intelligent, full of empathy, and willing to help someone who is dealing with burnout."

Discover your potential.
"I have learned how to leverage my strengths better and not shy away from my areas of improvement."

Discover UNMC's Creative Coaching Program at **go.unmc.edu/cc**

WHO'S IN YOUR CORNER?

Many developmental structures can help you reach your goals. Identify a personalized approach, or combination of approaches, that's best for you.

	COACH	MENTOR	SPONSOR	THERAPIST
PURPOSE	A coach empowers	A mentor advises	A sponsor opens doors	A therapist heals
METHOD	Aims for insight through inquiry	Shares expertise, guidance, and advice	Strategizes and advocates using their sphere of influence	Provides care, support, and treatment
GOAL	Improve performance and goals by reflecting on the past and present experiences to guide future success	Help steer the mentee in the right direction to positively influence future decisions, career trajectory, and professional growth	Expand organizational visibility to aid advancement to higher career levels	Eliminate or control troubling symptoms for improved well-being
RELATIONSHIP	Results-driven; Co-creative, equal partnership	Reciprocal; Expert mentor with less experienced mentee	Hierarchical; Senior-level sponsor with power, authority, and influence	Mental health professional/ patient
WHAT YOU'RE LOOKING FOR	Someone to push you out of your comfort zone and into the direction of your goals	A trusted ally with shared experience to provide knowledge and expertise	Someone to actively advocate for your advancement	Someone who listens, supports, and provides feedback to heal or alleviate symptoms related to an issue or condition

A LEGACY OF GROWTH AND LEARNING

UNMC Faculty Development Team, left to right:
Eric Bloomquist, MA
Linda M. Love, EdD
Giovanni Consolino, MPA, MA

Many faculty development learning sessions take place in the **James and Myrna Newland Faculty Development Room,** MSC 4053.

"Our goal was to provide all faculty with the resources, tools, and space to improve the quality of instruction and ensure meaningful and productive careers."

– Dr. Myrna Newland

3X

Since the founding of Faculty Development in 1998, the number of faculty at UNMC has more than tripled—and their needs continue to grow in the adapting landscape of health science and education.

"I am so thankful for the Faculty Development Office. They are one of the best recruiting tools we have. The next generation wants to know how we are going to invest in their growth and mentorship— and we have to be able to show the proof."

1882 faculty

15

1998 faculty

547

2024 faculty

1,951

"We are so lucky to have **opportunities** for interesting conversations to grow. **I feel part of a community** when I am at any Faculty Development activity—not just the work, but **real humans connecting about real things** that matter."

SUPPORTING FACULTY AT EVERY STAGE

PROMOTION & TENURE PLANNER

It's never too early to think about your advancement. It's never too often to calibrate your progress.

go.unmc.edu/pt-planner

SEARCH COMMITTEE GUIDEBOOK

Hiring the best and brightest faculty is always a priority. Don't miss out on great talent.

go.unmc.edu/search-guidebook

FACULTY RETIREMENT GUIDE

There is no one right way to plan your future. Learn the lessons from those who've gone before you.

go.unmc.edu/retire

"Hiring the best and brightest faculty is always a priority"

"I loved meeting so many people from across campus that were genuinely interested in improving their leadership skills and engaging with others. It was great to step out of my typical world in my college and get fresh perspectives."

"Working in an academic medical center, you have to purposefully choose to get out of your office, department, and college to make connections with others. The benefit of being involved in interprofessional focused groups cannot be stressed enough."

FACULTY SENATE:
YOUR VOICE AND ADVOCATE

All faculty are welcome and encouraged to engage with Faculty Senate, a group of elected faculty from each major academic unit. The Faculty Senate meets monthly to discuss and affect positive change.

go.unmc.edu/faculty-senate

UNMC OMBUDS:
INDEPENDENT, IMPARTIAL, PRIVATE PROBLEM-SOLVING

confidential, informal, and free consultations to offer independent, impartial, and private problem-solving assistance.

The Ombuds can help with a wide variety of issues, especially those concerns that are confusing, complicated, upsetting, or have not been adequately addressed through other university channels.

go.unmc.edu/ombuds

CHANGE IS STILL COMING...

BY 2030, IT IS PROJECTED:

1. Global average temperatures will have risen 1.5 degrees Celsius above preindustrial levels.

What questions will you receive from your patients about the effects of heat waves on their health?

2. An already booming AI industry will increase in value by over 13x.

What implications will technology advancements have on your future learners?

What skills, mindsets, and adaptations are needed to harness the power of technology?

3. The U.S. population is projected to grow slowly, age considerably, and become more racially and ethnically diverse.

In what areas can you expand your understanding of others to enhance teaching, healing, and collaborating among the human race?

...equip yourself for the conversations of tomorrow.

WHEN PEOPLE CHANGE

What are your team's mantras through change? At the end of this decade, every person in the "boomer generation" will have turned 65, and they are one step closer to exiting full-time employment. With this change comes an anticipated impact in historical perspective, institutional wisdom, and expertise. Change is upon us.

ARE WE READY?

That's not the only change.

Each new phone, laptop, or car has taught us that keeping pace with technology will require letting go of the old, to gain the promise of possibilities. Generative AI may help us be faster, higher, and stronger in reaching our goals—our new digital assistants—but they simply don't work without human investments.

ARE WE READY?

Not losing sight of the humans, while the world expands the tools that will help humans, is the priority of every team, and every leader, in every industry. New tools can be exciting, but will never outperform humans on trust, empathy, relationships, and vision, the foundations of high-performing organizations.

ARE WE READY?

What will be your brand or your team's brand in change?
"Why me/us?"
"Let's go!"
"We can't do this!"
"It's not broken!"
"Let's fail quickly and learn!"
"This is going to be a disaster!"
"Progress!"
"Where's the evidence?"
"Let's make a map!"
"Let them go first!"
"I quit!"
"I don't know, yet!"
"We need this!"
"Again?"

Are we ready? Are YOU ready? How will we stay ready?

LINDA M. LOVE, EdD
Director, UNMC Faculty Development

'The secret of change is to focus your energy, not on fighting the old, but on building the new.'
— *Socrates*

SPECIAL THANKS

If you want to go fast, go alone. If you want to go far, go together.

The mission of the University of Nebraska Medical Center is to **lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research, and extraordinary patient care.** This mission is made possible only through unified collaboration. Faculty Development would like to thank each of the 81 article contributors for sharing expertise with the broader community.

Faculty Development is particularly grateful for the thorough and thoughtful input from our campus partners:

THRIVE CONTENT REVIEWERS:
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7-year-old patient, with printer paper, pencil, and crayons, depicts her memory of a fun visit to the pediatrician. She sits on the exam table with her older sister, mom, and baby sister, all smiling nearby. The doctor, with his eyes on a screen, has his back to them all.