Faculty Development
Winter 2016
Afternoon Workshops

Conflict Management for Team Situations: Teaching Strategies and Practice Series
February 25, 2016  
Click here to register.  
From the Inside Out: Individual Conflict Orientations and their Contribution to Team Dynamics
March 10, 2016  
Click here to register.  
From the Outside In: Using Negotiation Tools to Enhance Team and Individual Performance

Activating Your Classroom!
March 1, 2016  
Click here to register.

Narrative Medicine Workshop Series
March 9, 2016  
Writing Down the Bones: Writing Prompts/Attentive Listening/Narrative Interviewing
April 6, 2016  
Tell Me a Story: Developing Skills in Close Reading
May 4, 2016  
Action! Narrative Medicine and Film
June 8, 2016  
The Play’s the Thing: Medical/Readers’ Theatre

What’s Your Point?  
The Art and Science of Powerful Academic Visuals
March 22, 2016  
Click here to register.

For further information contact Karen DePape at (204) 272-3102 or karen.depape@umanitoba.ca.
Conflict Management for Team Situations: Teaching Strategies and Practice (two-part series)

While there is no immunity to conflict in healthcare contexts, positive outcomes may be facilitated by constructive management of many challenging situations. As healthcare teams are central to patient treatment, teaching healthcare professions students how to recognize and work effectively with team conflict is essential in their training. In this two-part workshop, participants will experience several teaching strategies while exploring how to effectively manage conflict at the individual and team level.

Although each part of this series is designed to be self-contained, participants will receive the greatest benefit by attending the full series.

Through participation in this two-part workshop, participants will be able to:
- identify their personal conflict management orientation,
- recognize the effect of individual conflict management styles within team dynamics,
- review team conflict issues identified in health professions literature,
- apply team conflict management strategies to health professions conflict teaching cases
- appraise conflict management teaching strategies used throughout the workshop as tools for their teaching context.

Part 1 – “From the Inside Out: Individual conflict orientations and their contribution to team dynamics”
Thursday, February 25, 2016 / 12:00 – 2:00 pm / 405 Brodie Centre
Click [here](#) to register.

Part 2 – “From the Outside In: Using negotiation tools to enhance team and individual performance”
Thursday, March 10, 2016 / 12:00 – 2:00 pm / 405 Brodie Centre
Click [here](#) to register.

Contact Karen DePape at (204) 272-3102 or karen.depape@umanitoba.ca for registration assistance.

Facilitators:

- Ingrid Toews, MSc, PhD (Counselling Psychology)
  Post Licensure Communication Skills Coordinator, Faculty of Health Sciences

- Stephanie Giberson-Kirby, BA (Hons), BEd, MCE
  Educational Specialist, Faculty Development, Faculty of Health Sciences

Accreditation:

This event was co-developed with the CPD Medicine Program, University of Manitoba and was planned to achieve scientific integrity, objectivity and balance. This event meets the accreditation criteria of The College of Family Physicians of Canada and has been accredited by the CPD Medicine Program, University of Manitoba for up to 4.0 Mainpro-M1 credits. This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of The Royal College of Physicians and Surgeons of Canada, and approved by the CPD Medicine Program, University of Manitoba for a maximum of 4.0 hours. Participants should only claim credit for the actual number of hours attended. The University of Manitoba CPD Medicine Program is fully accredited by the Committee on Accreditation of Continuing Medical Education (CACME).
Activating Your Classroom

Learning Objectives:

In this interactive workshop, participants will:

- review active learning strategies for large classroom settings,
- examine one lesson plan to assess for opportunities to increase active learning, and
- work with workshop colleagues to integrate active learning strategies into a lesson plan.

Participants are to bring a past or pending lesson plan/course materials.

Click [here](#) to register.

Contact Karen DePape at (204) 272-3102 or karen.depape@umanitoba.ca for registration assistance.

Facilitators:

Joanne Hamilton, BHEc, RD, MEd  
Director, Educational Development, Faculty of Health Sciences

Stephanie Giberson-Kirby, BA (Hons), BEd, MCE  
Educational Specialist, Faculty Development, Faculty of Health Sciences

Accreditation:

This event was co-developed with the CPD Medicine Program, University of Manitoba and was planned to achieve scientific integrity, objectivity and balance. This event meets the accreditation criteria of The College of Family Physicians of Canada and has been accredited by the CPD Medicine Program, University of Manitoba for up to 2.0 Mainpro-M1 credits. This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of The Royal College of Physicians and Surgeons of Canada, and approved by the CPD Medicine Program, University of Manitoba for a maximum of 2.0 hours. Participants should only claim credit for the actual number of hours attended. The University of Manitoba CPD Medicine Program is fully accredited by the Committee on Accreditation of Continuing Medical Education (CACME).
Narrative Medicine Workshop Series

The Narrative Medicine series is adapted from Columbia University’s Narrative Medicine workshops originated by pioneering physician Dr. Rita Charon, and based on her seminal book *Narrative Medicine: Honoring the Stories of Illness* (Charon, 2006). The program is grounded in research by Charon et al. that has demonstrated developing skills of narrative competence leads to positive outcomes by creating greater patient satisfaction and physician well-being, resulting in more empathic and responsive health care.

Through experiential training in narrative medicine, Health Professions Educators can help facilitate learners’ development of narrative competence through selected “hands-on” activities including: writing exercises, close reading, visual art, medical theatre, and film.

Narrative medicine/competence supports the Royal College’s Collaborator, Communicator and Professional CanMEDs 2015 roles, as follows:

**Collaborator:** Narrative Medicine supports self-care by encouraging and increasing the capacity for self-reflection. It also fosters a collaborative atmosphere by drawing on inter-professional resources, including health care providers with parallel careers as professional artists.

**Communicator:** Narrative Medicine directly enhances effective patient-physician relationships by honouring the patient narrative (Charon, 2006). Through attentive listening and reflection, information gathering/sharing is facilitated based on a patient-centred approach.

**Professional:** Narrative Medicine supports professionalism by emphasizing self-care, as well as skills in life-long learning. It also greatly values scholarship through reading, writing, and reflecting on the patient experience.

Although each session is designed as a “stand alone,” participants will receive the greatest benefit by attending the full, four-session series.

To register click [here](#).

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**Session 1 - March 9, 2016 - Writing Down the Bones*: Writing Prompts/Attentive Listening/Narrative Interviewing**

* e.g. “Write about an act of compassion you have experienced, or observed.”

**Learning Objectives**

By the end of this session participants will be able to:

- describe the benefits of writing to prompts,
- practice short, guided writing exercises, including developing skills of attentive listening and narrative interviewing, and
- explore their own creativity with an (optional) “take-home” exercise (i.e. 6-word poetry) to further gain appreciation for patient narratives.

* (with thanks to Natalie Goldberg, 1986)
Session 2 - April 6, 2016 - Tell Me a Story: Developing Skills in Close Reading

Learning Objectives
By the end of this session participants will be able to:
- describe the value of close reading as a building block for larger, distant reading analysis,
- practice close reading skills based on pioneering literary critics, I. A. Richards and W. Empson through an assigned, short reading, and
- identify how close reading, including the use of metaphor and imagery, can increase self-reflective capacity.

Session 3 - May 4, 2016 - Action! Narrative Medicine and Film
e.g. movies “The Doctor”, “Wit”, “She’s Gone Away”

Learning Objectives
By the end of this session participants will be able to:
- develop an awareness of how film can reinforce narrative competence,
- watch an assigned film (TBC) and discuss their personal response in a safe environment, and
- identify how the use of metaphor and imagery can increase self-reflective capacity leading to better patient outcomes.

SESSION 4 – June 8, 2016 - The Play’s the Thing: Medical/Readers’ Theatre
provided scripts (staged readings) from: Medical Readers’ Theatre: A Guide and Scripts: (Todd L. Savitt) e.g. William Carlos Williams, Richard Seltzer

Learning Objectives
By the end of this session participants will be able to:
- identify how medical/readers’ theatre can effectively highlight real-life issues in healthcare,
- practice and present short medical/readers’ theatre plays (scripts provided from Medical Readers’ Theatre: A Guide and Scripts) in a safe environment, and
- discuss the impact of those live presentations, and how theatre might serve as a dynamic way to express and facilitate a greater discussion of pertinent issues using a creative format.

Facilitators: Holly Harris, MEd and William P. Fleisher, MD, FRCPC

Accreditation:
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What’s Your Point? The Art and Science of Powerful Academic Visuals

Learning Objectives:

At the conclusion of this workshop, participants will be able to:

- summarize the cognitive theory of multi-media learning,
- list the laws of simplicity and the principles of graphical excellence, and
- apply the principles of evidence-based design to an academic poster or presentation ‘slide’.

Participants are asked to bring an existing or ‘under development’ poster or slide presentation to work on during the session.

Click [here](#) to register.

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Facilitator:

Stephanie Giberson-Kirby, BA (Hons), BEd, MCE
Educational Specialist, Faculty Development, Faculty of Health Sciences

Accreditation:

This event was co-developed with the CPD Medicine Program, University of Manitoba and was planned to achieve scientific integrity, objectivity and balance. This event meets the accreditation criteria of The College of Family Physicians of Canada and has been accredited by the CPD Medicine Program, University of Manitoba for up to 1.5 Mainpro-M1 credits. This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of The Royal College of Physicians and Surgeons of Canada, and approved by the CPD Medicine Program, University of Manitoba for a maximum of 1.5 hours. Participants should only claim credit for the actual number of hours attended. The University of Manitoba CPD Medicine Program is fully accredited by the Committee on Accreditation of Continuing Medical Education (CACME).