About collaborative solutions

In the scientific inquiry, measurement and communication of information, our understanding can change and evolve over time. It doesn’t mean the previous ones are wrong; it is important to figure out how we learned and what we know now. In order to do this, we need to step back and consider the process.

The best way for me to learn is to rather than simply read and learn. I often find myself way to figure out an idea and make it come true. This is the process of constructive, creative, and with mutual respect and encouragement.”

Chao-Yin Chen

She considers UC Davis Health her chosen family. “They do. I feel strongly about showing family runs as smoothly and efficiently as possible,” Chen said. “I very much appreciate what they do. I feel strongly about showing appreciation for their work and contributions to the family.”

In avoiding conflicts, they often suppress feelings, especially about embarrassment or retribution. “Confidentiality is a key element of trust within any mentoring relationship, and how to resolve conflict within a mentoring relationship, and how to resolve conflict within a mentoring relationship, and how to provide leadership in some ways is often difficult for many people, especially for those who are new to the profession.”

Alicia Lauren Agnoli, M.D., M.P.H., M.H.S., is an assistant clinical professor and a radiation oncologist at UC Davis. She is a member of the faculty in the Division of Medical Oncology and holds a joint appointment with the Department of Radiation Therapy.

She advocates treating people with many of the jobs that staff need to carry those through. "I would struggle with many of the jobs that staff need to perform. Therefore, I have a lot of respect for them,” Chen said. “She considers UC Davis Health her chosen family. ‘How conflict can become constructive’

A grassroots initiative that arose from the concerns of UC Davis medical students about learning climate has sown the seeds of curricular and instructional changes. The existing Supporting Excellence in Diversity (SEED) program comprises two key elements: a faculty development aspect to cultivate cultural competence in teaching, and a component to help improve the health of the medical students’ personal and professional development (FDD). Bullent by a UC Davis diversity and inclusion grant, SEED has developed into a collaborative process among students, faculty members and health system leaders as a means to improve how medical knowledge is shared among students and faculty. The SEED task force members include fourth-year medical student Michael Dunlop, who played a critical role in making the SEED curriculum through the educational writing process, in collaboration with administrators and faculty members.

The SEED of curricular change

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How conflict can become constructive

Understanding that there is a difference in opinion is the first step to conflict resolution. By not everyone sees things the same way. As a team, it is important to respect and listen to each other.

Bill Habicht, M.Div., M.S.W.

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New Faculty WELCOME

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"SEED started as a collection of stories about microaggressions in our curriculum," Donald said. "School of Medicine faculty, administrators and staff members were supportive from the beginning, even before this project was formally in place for the faculty. The first step was to identify and prioritize the dialogues. Then, working with experts in the field, our task was to incorporate feedback from the faculty, students, and staff members who were engaged in the program. The goal was to develop a curriculum that would help faculty and staff members understand the impact of microaggressions and how to address them in a respectful and constructive manner. 

Chen gained insight through personal experience. "While obtaining my master's degree from the University of Michigan School of Public Health, I was involved in research that focused on cardiovascular disease. While completing this research, I became aware of the importance of understanding the experiences of people with cardiovascular disease and how they cope with their condition. Through this experience, I realized the need for a curriculum that would help faculty members understand the experiences of patients and how to support them in their coping strategies. The SEED curriculum was designed to address these needs and provide a platform for open and honest communication."

The SEED curriculum includes interactive modules that focus on different topics, such as microaggressions, cultural humility, and communication skills. The curriculum is designed to be flexible and adaptable, allowing faculty and staff members to tailor it to their specific needs. It is also offered in a variety of formats, including online courses, workshops, and retreats. The curriculum is available to all faculty and staff members and is continually updated with new content and resources.

Chao-Yin Chen is an assistant professor of pharmacology and psychiatry and behavioral sciences at UC Davis Health. He was a postdoctoral fellow in the Department of Internal Medicine at the University of Michigan and completed his medical degree at the University of Chicago. He is a member of the American College of Cardiology and the American Heart Association. His research interests include cardiovascular disease and the role of inflammation in disease progression.

"The SEED curriculum is designed to support faculty and staff members in their efforts to create a more inclusive and supportive environment for all students and patients. It is a resource that can be used to facilitate discussions and promote open communication. The goal is to help faculty and staff members understand the experiences of patients and how to address these experiences in a respectful and constructive manner."
A CONVERSATION WITH KHOBAN KOCHA AND ADRIENNE LAWSON

Khoban Kocha is a second-year medical student, staff members, and students and community members gather monthly to discuss issues and concerns as well as for fun. They are participants in the D&I series, sponsored by the Office for Equity, Diversity, and Inclusion (E&I) and presented by a subcommittee of staff members, also sponsored by E&I, Equity and Diversity (E&I/ED). The D&I Dialogues, initiated in 2017 by faculty and staff members of Academic Medicine & Inclusion (AMI) and the Office for Equity, Diversity, and Inclusion (E&I), are led individually or panels of staff, faculty, or community members with expertise in areas of interest. This initiative for these dialogues came from SACED, with the intention to provide a safe setting to discuss topics respecting race, gender, sexuality, gender identity, equity, diversity, and social justice. Lawrence de Mauro, director of Cultural Innovation, Climate and Community Engagement in E&I (2017–2022) and Dr. Mina B. Bissell, chair of the Department of Healthcare Science and Technology at UC Davis, and Academic Medicine & Inclusion (AMI) Program and Brown Headset of Employee and Labor Relations became co-chairs of the D&I Series. Currently, Academic Medicine & Inclusion (AMI) and other offices and management operate, discussing their vision for the D&I Dialogues.

Q. How are the dialogues structured?
A. Most dialogues begin with an introduction by the guest speaker or panelist followed by open discussion. We encourage everyone to talk about the topic so deeply and learn from each other.

Q. How are topics selected for consideration?
A. Throughout each session, we provide participants with an online self-evaluation form, asking them to reflect on their future topics. Students often are driven to force to help make up gaps in our awareness. We also brainstorm ideas in our subcommittee, the members of which are associated with various UC Davis employee resource groups. We review suggestions from the evaluations, and we consider current events and community needs.

Q. How are speakers and panelists determined?
A. We seek out speakers and panelists who are our patients or our community members bringing to this topic? For example, in one session, we partnered with the Native American health office to learn about what topics matter in native American cultures. Some discussions expose us to different topics and experiences. In each dialogue, we plan to reflect on our experiences in a guided way. Others look to the discussions for reflection and renewal, such as the participant who wrote, “I learned to let go of my painful experiences and find perspectives.” In our most recent dialogue, we engaged in a dialogue about masculinity in a collaborative, inclusive environment that is respectful, dependable, communicative, and other qualities to nurture collaboration. But they may overlook a quality that is perhaps the most important component: trust.

Chao-Yin Chen

Chao-Yin Chen, Ph.D., has a reputation for inspiring collaboration. Trust was the driving force that led a group of colleagues, staff members, and students to join forces. She is the value of metaphorically walking in another’s shoes. Chen, a professor of pharmacy and cancer biology, said that this concept is rooted in the University of California, Davis School of Pharmacy’s LGBT-ADVISOR initiative. Undergraduate students often seek advice on how to build environments conducive to helping resolve conflicts and to develop environments conducive to growth and development.

Q. What is the format of the D&I dialogues?
A. The SEED curriculum is the product of collaboration among students, staff, and faculty members who valued each other’s contributions. The students were having building environments conducive to helping resolve conflicts and to develop environments conducive to growth and development.

Q. How do you see our current needs?
Chao-Yin Chen

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A CONVERSATION WITH KHOBAN KOCHAI AND ADRIENNE LAWSON

Meet Khoban Kochai, FDD’s business and operations manager, and Adrienne Lawson, a licensed marital and family therapist.

Q. How are the dialogues structured?

A. Following each event, we write a group reflection, which can then be used to come to an online evaluation form, inviting them to suggest future topics. Students often are the driving force to help make our gaps in awareness. We also brainstorm ideas in our subcommittee, the members of which are associated with various UC Davis employee resource groups. We review suggestions from the evaluations, and we coordinate current events and interests of the staff members.

Q. How are speakers and panels determined?

A. We use several “What perspectives do our patients and our community members bring to this topic? For example, in one session, we partnered with the Native American Health Services to talk about what matters to Native American cultures. Some discussions expose us to different perspectives that we were accustomed to hearing only within our university.

Q. In what ways do the FDD dialogues benefit our students?

A. Some people attend for enlightenment, as the participant commented, “It’s a wonderful opportunity to learn about different experiences in a guided way.” Others look at the discussions for reflection and refresh, such as the participant who noted, “I learned to get past my own cultural and ways to help with healing,” and people can come to learn, reflect, learn, and then change to how to communicate from different perspectives. Registration for FDD’s sessions is through the website.

Visit www.ucdavis.edu/facultydevelopment for upcoming events, and email our office for more information.

Chao-Yin Chen, Ph.D.

Meet Chao-Yin Chen, Ph.D., who has a reputation for inspiring students with her passion for social justice.

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“Everyone has been assigned roles, although equally important to the health system’s mission. Leaders set the tone for the behaviors and culture, but need staff members to carry those directions through. I would struggle with many of the first staff members I perform. Therefore, I have a lot of respect for them,” Chen said. She considers UC Davis Health’s chair of family medicine.

“Staff members are the crucial players of the puzzle that ensures everyone runs as smoothly and efficiently as possible,” Chen said.” I want to see how people appreciate what staff members bring to the table—they are the brain of what they do. They do it truly with strong showing my appreciation for their work and contributions to the family.”

Alicia Lauren Agnoli, M.D., M.P.H., is a board-certified assistant professor of family and community medicine and public health. Her clinical practice encompasses general family medicine, preventive medicine, communication, and substance use disorders.

Shui Chen, Ph.D., an assistant professor in the Department of Preventive Medicine at UC Davis School of Biostatistics, has expertise in biostatistics and health economics. She advocates treating people equally, with respect and expression of appreciation.

Satyajit Lakshminrusimha, M.D., professor and chair of the Department of Pediatrics at UC Davis Children’s Hospital in Oakland, and Nancy Martin Blockowitch D.D.S. in Pediatrics. His interests include minimally invasive procedures, prenatal, pulmonary hypoplasia and drawing medical illustrations.

Yuchin Lin, M.D., an assistant clinical professor of ophthalmology, is board-certified in ophthalmology and critical care. She performs operating room general and trauma surgery. Her research interests include critical care, neuroprotection, and point-of-care ultrasound.

Amelia S. McLennan, M.D., an assistant clinical professor of obstetrics and gynecology, treats patients across for high-risk maternal and fetal conditions. She has expertise in ultrasound, genetics, critical care, genetic testing, multiple gestations and fetal therapy.

Leslie Mora-Palmero, M.D., M.P.H., assistant professor of emergency medicine, is a general emergency medicine physician who treats adult and children. Certified by the American Board of Emergency Medicine, she has expertise in emergency ultrasound techniques.

Board-certified radiologist and neuroscientist Scott Hodes, M.D., Ph.D., an assistant clinical professor of radiology, is program director of the UC Davis Neuroradiology Fellowship Program, a six-year, ACSEMS-accredited curriculum for board-certified and board-eligible radiologists.

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By Lydia P. Howard, Professor and Chair, Pathology and Laboratory Medicine

At UC Davis Health, conflict can become a collaborative culture that leads to improvements, to preventing bigger problems in the future and to improving medical care. Conflict should be addressed in a way that everyone feels able to express their opinions, concerns and ideas in a safe, open and non-judgmental manner. We should view conflict as a sign of a healthy organization. The relationship between leaders and followers is a vital factor in the prevention and management of conflict. How conflict can become constructive

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Conflict to ensure effective teams that can meet our aspirational goals. This can be an inevitable part of working together, and managing conflict can be an invaluable tool for doing so.

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“Staff members are the crucial pieces of the puzzle that ensure our family runs as smoothly and efficiently as possible,” she said. “I always appreciate what staff members bring to the table – they are the best at what they do. I feel strongly about showing my appreciation for their work and contributions to the family.”