


2011

## Program in Faculty Development 2011-2012

Follow this and additional works at: <https://jdc.jefferson.edu/programfacdev>

 Part of the [Higher Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

[Let us know how access to this document benefits you](#)

---

### Recommended Citation

"Program in Faculty Development 2011-2012" (2011). *Program in Faculty Development*. Paper 8.  
<https://jdc.jefferson.edu/programfacdev/8>

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University's [Center for Teaching and Learning \(CTL\)](#). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in Program in Faculty Development by an authorized administrator of the Jefferson Digital Commons. For more information, please contact: [JeffersonDigitalCommons@jefferson.edu](mailto:JeffersonDigitalCommons@jefferson.edu).



Jefferson®

# Program in Faculty Development

2011 - 2012





# Contents

---

<b>General Program Information</b>	Registration.....1
	CME Credit
	Refreshments
	Evaluations
	Additional Sessions/Cancellations
<b>“At-a-Glance” Course Outline.....</b>	<b>2</b>
<b>“At-a-Glance” Monthly Calendar.....</b>	<b>4</b>
<b>Detailed Program Information</b>	Curriculum for Educators.....7
	Curriculum for Researchers and Scholars .....15
	Professional and Leadership Development Curriculum.....19

To the Faculty of Thomas Jefferson University:

Welcome to a new academic year and to opportunities to improve your skills as an educator, scholar and leader in the academic health professions! This booklet will provide you with information about the TJU Faculty Development Program for the 2011-2012 academic year including course listings, registration information, and general program information. This booklet features two “At-a-glance” outlines of the faculty development programs: a course outline for each of the three faculty development program focus areas (education, research/scholarship, and professional development and leadership) and a month-by-month calendar of activities. Detailed program information for each focus area follows. The faculty development programs scheduled for the 2011-2012 year are designed to help you reach your goals of excellence in education, scholarship, professional development and leadership. We look forward to your participation in this important program!

Acknowledgement: The TJU Faculty Development programs are made possible by the generous commitment of time and effort on the part of the faculty and administration of Thomas Jefferson University, and the staff at the Scott Memorial Library, Academic Information Services and Research, and the Office of Research Administration. THANKS!



## General Information

---

### Registration

On-line registration is quick and easy. Once you have entered your basic contact information, it will be stored for the future. Your campus key will be all that is required for future on-line registration. You may register for a session at any time prior to the date of the session, however, for many sessions capacity is limited and registration will be on a first-come, first-served basis. If you cannot attend a session for which you have registered, please cancel your registration through the website as soon as possible so that wait-listed faculty may be permitted to attend.

To register for Faculty Development sessions go to the following URL which can also be accessed through the TJU Faculty Development website: [www.jefferson.edu/faculty\\_development](http://www.jefferson.edu/faculty_development)

### Continuing Medical Education (CME) credit

#### Jefferson Medical College

Eligible JMC faculty will receive AMA PRA Category 1 CME credit on an hour-for-hour basis of participation in eligible faculty development programming. Please check the website for eligible programs. Simply indicate that you wish to receive CME credit when you complete your initial on-line registration and be sure to complete the on-line program evaluation form following the session. CME credit will only be given for the total number of sessions for which the on-line evaluation form has been completed, and for which all ACCME and Jefferson certification requirements have been met. Goals and Objectives for each session are described in the Detailed Program Information that follows.

Jefferson Medical College of Thomas Jefferson University is accredited by the ACCME to provide continuing medical education for physicians.

All faculty participating in continuing medical education activities sponsored by Jefferson Medical College are expected to disclose to the activity audience any real or apparent conflict(s) of interest related to the content of their presentation(s). Full disclosure of faculty relationships will be made at the activity. There is no commercial support for this activity. If you have special needs, please contact the Office of Faculty Affairs at 215-955-4484.

#### Other TJU Schools and Colleges

Faculty in the School of Pharmacy and faculty in the School of Population Health should contact Alexandria Skoufalos (215-955-2822) regarding continuing education credit for participation in Faculty Development Programs. Faculty in the School of Nursing should contact Janet Paul (215-955-7974) regarding continuing education credit for participation in Faculty Development Programs.

### Refreshments

In general, refreshments will be served at faculty development sessions: for morning sessions, a continental breakfast can be expected and for noon sessions a light lunch. We do not accept special food orders. You are always welcome to bring your own food to a session where food is served.

There is one important exception. Food is not permitted in the Scott Memorial Library technology classrooms because of the equipment.

### Evaluations

Faculty will be asked to complete an on-line evaluation form for each faculty development session attended. CE credit will not be awarded unless the evaluation form is completed. The evaluation forms can be found on the TJU Faculty Development website at: [www.jefferson.edu/faculty\\_development](http://www.jefferson.edu/faculty_development)

In addition, faculty who complete more than 5 hours of faculty development programming, will be asked to complete a series evaluation at the end of the academic year.

We welcome your input at any time and particularly welcome your suggestions for additional sessions or programs in faculty development. Please forward your comments to [karen.novielli@jefferson.edu](mailto:karen.novielli@jefferson.edu) or [michael.paquet@jefferson.edu](mailto:michael.paquet@jefferson.edu)

### Additional Sessions/Session Cancellations or Changes

Additional sessions may be scheduled throughout the year. Faculty will be notified via e-mail of additional faculty development sessions. It is also possible that a session may be cancelled or rescheduled. Any session changes or cancellations will be posted on the TJU Faculty Development website in the detailed program information within Intramural Faculty Development Programs: <http://www.jefferson.edu/jmc/facdev/programs.cfm>

# “At-a-Glance” Course Outline

The Faculty Development Curriculum is divided into three program areas. The following outline lists the sessions offered for each program area. Detailed session information – instructor, date, time, location and objectives for each session – may be found in the Detailed Program Information section of this booklet.

## Curriculum for Educators

- **Effective Presentations Seminar**

Tuesday September 13, 2011  
9 – 4 p.m.

- **Faculty Fundamentals: Basic Skills for Teaching in the Health Professions**

Friday, September 16, 2011  
8 a.m. – 5 p.m.

- **Effective Course Management Using Blackboard Seminar**

Tuesday, September 20, 2011  
9 a.m. – 4 p.m.

- **Interprofessional Education & Care Practicum**

- *General Principles of Interprofessional Education, Including Selection of Settings and Level of Learners, Teaching Methods*  
Tuesday, October 11, 2011  
1 – 4 p.m.

- *Computer Learning Strategies*  
Tuesday, October 18, 2011  
1 – 4 p.m.

- *Program Development, Including Developing Measurable Objectives and Linking Activities to Learning Objectives*  
Tuesday, October 25, 2011  
1 – 4 p.m.

- *Program Evaluation*  
Tuesday, November 1, 2011  
1 – 4 p.m.

- *Putting it All Together*  
Tuesday, November 8, 2011  
1 – 4 p.m.

- **Interprofessional Writing Workshops**

- *Overview of the Writing Workshop, Framework for Planning an Interprofessional Manuscript*  
Wednesday, October 26, 2011  
1 p.m. – 2 p.m.

- *Library Resources, Conducting a Literature Search*  
Wednesday, January 25, 2012  
1 p.m. – 2 p.m.

- *Prepare a Manuscript Outline*  
Wednesday, March 14, 2012  
1 p.m. – 2 p.m.

- *Draft of Manuscript Introduction, Background and Methods Sections*  
Wednesday, March 28, 2012  
1 – 2 p.m.

- *Draft of Manuscript Results, Discussion/Implications and Conclusion Sections*  
Wednesday, April 11, 2012  
1 – 2 p.m.

- *Submit a Complete Manuscript Draft*  
Wednesday, April 25, 2012  
1 – 2 p.m.

- *Wrap Up*  
Wednesday, May 9, 2012  
1 – 2 p.m.

- **Effective Presentations Seminar**

Thursday January 12, 2012  
9 a.m. – 4 p.m.

- **Effective Course Management Using Blackboard Seminar**

Thursday, January 19, 2012  
9 a.m. – 4 p.m.

- **From Good to Great: Faculty Excellence in the Clinical Setting**

Wednesday, February 1, 2012  
9 a.m. – 4:30 p.m.

- **Interprofessional Education & Care Practicum**

- *General Principles of Interprofessional Education, Including Selection of Settings and Level of Learners, Teaching Methods*  
Thursday, February 2, 2012  
1 – 4 p.m.

- *Computer Learning Strategies*  
Thursday, February 9, 2012  
1 – 4 p.m.



- 
- *Program Development, Including Developing Measurable Objectives and Linking Activities to Learning Objectives*  
Thursday, February 16, 2012  
1 – 4 p.m.
  - *Program Evaluation*  
Thursday, February 23, 2012  
1 p.m. – 4 p.m.
  - *Putting it All Together*  
Thursday, March 1, 2012  
1 p.m. – 4 p.m.
  - **Current Topics in Faculty Development: Plagiarism and Cultural Competence**  
Wednesday, April 11, 2012  
5 – 8 p.m.
  - **Interprofessional Education Conference**
  - **Interprofessional Care for the 21st Century: Redefining Education and Practice**  
May 18 – 19, 2012  
1 – 4 p.m.
- Curriculum for Leadership and Professional Development**
- **Public Speaking: The “Lecture”;**  
**Do’s and Don’ts for the Academic Setting**  
Friday, September 30, 2011  
12 – 1 p.m.
  - **Public Speaking: The “Application”;**  
**Do’s and Don’ts for the Academic Setting**  
Monday, October 3, 2011  
12 – 1 p.m.
  - **“Why So Slow?**  
**The Advancement of Women”**  
Friday, October 28, 2011  
12:45 – 2:45 p.m.
  - **“How Gender Works at Work”**  
Friday, October 28, 2011  
3 – 5 p.m.
- **Conducting Research with Knowledge-Based Databases, Search Engines and Managing Your Citations with RefWorks 2.0**  
Wednesday November 2, 2011  
1:30 – 4:30 p.m.
  - **JMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Clinical and Educational Scholarship Track and the Clinician Educator Track**  
Thursday, November 10, 2011  
4 – 5 p.m.
  - **JMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non – Tenure Research Track**  
Wednesday, November 16, 2011  
12 – 1 p.m.
  - **Using Social Media at Jefferson**  
Wednesday, November 16, 2011  
1:30 – 4:30 p.m.
  - **Getting the Most out of a Mentor: A Workshop for Junior Faculty**  
Wednesday, November 30, 2011  
3 – 5 p.m.
  - **Understanding Medical School Finances**  
Thursday, December 1, 2010  
12 – 2 p.m.
  - **Constructing your Promotion Portfolio: Tips and Strategies**  
Thursday, January 26, 2011  
4 – 5 p.m.
  - **How does unconscious bias impact your work and workplace?**  
Wednesday, February 15, 2012  
7 – 9 am
  - **How does unconscious bias impact your work and workplace?**  
Tuesday, February 21, 2012  
4:30 – 6 pm
- **How to get promoted as an educator**  
Thursday, February 23, 2012  
12 – 1 p.m.
  - **Conducting Research with Knowledge-Based Databases, Search Engines and Managing Your Citations with RefWorks 2.0**  
**Date:** Wednesday, March 7, 2012  
**Time:** 1:30 – 4:30 p.m.  
**Location:** 306 Scott Building  
**Maximum Enrollment:** 25
  - **JMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non – Tenure Research Track**  
Tuesday, March 13, 2012  
12 – 1 p.m.
  - **Using Social Media at Jefferson**  
Wednesday March 21, 2012  
1:30 – 4:30 p.m.
  - **JMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Clinical and Educational Scholarship Track and the Clinician Educator Track**  
Wednesday, March 21, 2012  
4 – 5 p.m.
  - **Becoming a More Productive Writer**  
Friday, March 30, 2012  
1 – 3 pm
- Curriculum for Researchers and Scholars**
- **Mentoring Session for Early Career Investigators: Tips from the Experts!**  
Thursday, December 15, 2011  
12 – 2 p.m.
  - **Obtaining industry support of investigator initiated research proposals**  
Tuesday, January 10, 2012  
12 – 2 p.m.





# “At-a-Glance” Monthly Calendar

## September

- **Presentations Seminar**  
Tuesday September 13, 2011  
9 a.m. – 4 p.m.
- **Faculty Fundamentals:  
Basic Skills for Teaching in  
the Health Professions**  
Friday, September 16, 2011  
8 a.m. – 5 p.m.
- **Effective Course Management  
Using Blackboard Seminar**  
Tuesday, September 20, 2011  
9 a.m. – 4 p.m.
- **Public Speaking: The “Lecture”;  
Do’s and Don’ts for the  
Academic Setting**  
Friday, September 30, 2011  
12 – 1 p.m.

## October

- **Public Speaking: The “Application”;  
Do’s and Don’ts for the  
Academic Setting**  
Monday, October 3, 2011  
12 – 1 p.m.
- **Interprofessional Education &  
Care Practicum Winter Sessions**
  - *General Principles of  
Interprofessional Education,  
Including Selection of Settings and  
Level of Learners, Teaching Methods*  
Tuesday, October 11, 2011  
1 – 4 p.m.
  - *Computer Learning Strategies*  
Tuesday, October 18, 2011  
1 – 4 p.m.
  - *Program Development, Including  
Developing Measurable Objectives  
and Linking Activities to Learning  
Objectives*  
Tuesday, October 25, 2011  
1 – 4 p.m.

- **Interprofessional Writing  
Workshops**
  - *Overview of the Writing Workshop,  
Framework for Planning an  
Interprofessional Manuscript*  
Wednesday, October 26, 2011  
1 – 2 p.m.
- **“Why So Slow?  
The Advancement of Women”**  
Friday, October 28, 2011  
12:45 – 2:45 p.m.
- **“How Gender Works at Work”**  
Friday, October 28, 2011  
3 – 5 p.m.

## November

- **Interprofessional Education &  
Care Practicum Winter Sessions**
  - *Program Evaluation*  
Tuesday, November 1, 2011  
1 – 4 p.m.
  - *Putting it All Together*  
Tuesday, November 8, 2011  
1 – 4 p.m.
- **Conducting Research with  
Knowledge-Based Databases,  
Search Engines and Managing Your  
Citations with RefWorks 2.0**  
Wednesday November 2, 2011  
1:30 – 4:30 p.m.
- **JMC Appointment and Promotion  
Tracks and Guidelines: An Overview  
for Faculty in the Clinical and  
Educational Scholarship Track  
and the Clinician Educator Track**  
Thursday, November 10, 2011  
4 – 5 p.m.
- **JMC Appointment and Promotion  
Tracks and Guidelines: An Overview  
for Faculty in the Academic  
Investigator Track and the  
Non-Tenure Research Track**  
Wednesday, November 16, 2011  
12 – 1 p.m.

- **Using Social Media at Jefferson**  
Wednesday, November 16, 2011  
1:30 – 4:30 p.m.
- **Getting the Most out of a Mentor:  
A Workshop for Junior Faculty**  
Wednesday, November 30, 2011  
3 – 5 p.m.

## December

- **Understanding Medical  
School Finances**  
*John Ogunkeye MS, Scott Ravenfeld  
and Steven McKenzie, Ph.D.*  
Thursday, December 1, 2010  
12 – 2 p.m.
- **Mentoring Session for Early Career  
Investigators: Tips from the Experts!**  
Thursday, December 15, 2011  
12 – 2 p.m.

## January

- **Obtaining industry support  
of investigator initiated  
research proposals**  
Tuesday, January 10, 2012  
12 – 2 p.m.
- **Effective Presentations Seminar**  
Thursday January 12, 2012  
9 a.m. – 4 p.m.
- **Effective Course Management  
Using Blackboard Seminar**  
Thursday, January 19, 2012  
9 a.m.– 4 p.m.
- **Interprofessional Writing Workshop**
  - *Library Resources, Conducting  
a Literature Search*  
Wednesday, January 25, 2012  
1 – 2 p.m.
- **Constructing your Promotion  
Portfolio: Tips and Strategies**  
Thursday, January 26, 2011  
4 – 5 p.m.



## February

- **From Good to Great: Faculty Excellence in the Clinical Setting**  
Wednesday, February 1, 2012  
9 a.m. – 4:30pm
- **Interprofessional Education & Care Practicum Spring Sessions**
  - *General Principles of Interprofessional Education, Including Selection of Settings and Level of Learners, Teaching Methods*  
Thursday, February 2, 2012  
1 – 4 p.m.
  - *Computer Learning Strategies*  
Thursday, February 9, 2012  
1 – 4 p.m.
  - *Program Development, Including Developing Measurable Objectives and Linking Activities to Learning Objectives*  
Thursday, February 16, 2012  
1 – 4p.m.
  - *Program Evaluation*  
Thursday, February 23, 2012  
1 – 4 p.m.
- **How does unconscious bias impact your work and workplace?**  
Wednesday, February 15, 2012  
7 – 9 am
- **How does unconscious bias impact your work and workplace?**  
Tuesday, February 21, 2012  
4:30 – 6 pm
- **How to get promoted as an educator**  
Thursday, February 23, 2012  
12 – 1 p.m.

## March

- **Interprofessional Education & Care Practicum Spring Session**
  - *Putting it All Together*  
Thursday, March 1, 2012  
1 – 4 p.m.
  - *Prepare a Manuscript Outline*  
Wednesday, March 14, 2012  
1 – 2 p.m.
  - *Draft of Manuscript Introduction, Background and Methods Sections*  
Wednesday, March 28, 2012  
1 – 2 p.m.
- **Conducting Research with Knowledge-Based Databases, Search Engines and Managing Your Citations with RefWorks 2.0**  
Wednesday, March 7, 2012  
1:30 – 4:30 p.m.
- **JMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non-Tenure Research Track**  
Tuesday, March 13, 2012  
12 – 1 p.m.
- **Using Social Media at Jefferson**  
Wednesday March 21, 2012  
1:30 – 4:30 p.m.
- **JMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Clinical and Educational Scholarship Track and the Clinician Educator Track**  
Wednesday, March 21, 2012  
4 – 5 p.m.
- **Becoming a More Productive Writer**  
Friday, March 30, 2012  
1 – 3 pm

## April

- **Interprofessional Writing Workshops**
  - *Draft of Manuscript Results, Discussion/Implications and Conclusion Sections*  
Wednesday, April 11, 2012  
1 – 2 p.m.
  - *Submit a Complete Manuscript Draft*  
Wednesday, April 25, 2012  
1 – 2 p.m.
- **Current Topics in Faculty Development: Plagiarism and Cultural Competence**  
Wednesday, April 11, 2012  
5 – 8 p.m.

## May

- **Interprofessional Writing Workshops**
  - *Wrap Up*  
Wednesday, May 9, 2012  
1 – 2 p.m.
- **Interprofessional Education Conference**
- **Interprofessional Care for the 21<sup>st</sup> Century: Redefining Education and Practice**  
May 18 – 19, 2012  
1 – 4 p.m.



# Curriculum for Educators

## Recommended Workshops for TJU Faculty

Topic	Course Director	Teacher	Clinical Preceptor	Research Preceptor	Beginning Faculty
Teaching and Learning Theory	X	X			X
Curriculum/Course Development and Management	X				
Setting Learning Objectives	X	X			X
Preparation of Instructional Materials/Aides	X	X			X
Essentials of Effective Lecturing	X	X			X
Teaching in the Clinical Setting			X		X
Teaching Evidence Based Practice	X	X	X	X	X
Use of Simulation for Teaching	X	X	X		
Cultural Competency	X	X	X	X	X
Effective Techniques for Managing Longitudinal Learning Groups	X	X			X
Interactive Techniques for Lecturing	X	X			X
Teaching in Small Groups	X	X	X	X	X
Team Learning	X	X	X	X	X
Teaching interprofessional teams	X	X	X		X
Overview of Assessment and Evaluation	X	X	X	X	X
Competency Based Assessment	X	X	X		X
Evaluation of Students in the Classroom	X	X			X
Evaluation of Students in the Clinical Setting			X		
Assessment Problem Based Learning					
Providing Effective Feedback	X	X	X	X	X
Student Remediation	X	X	X	X	X
Dealing with the problem learner	X	X	X	X	X
Course/Curriculum Evaluation	X				
Self Evaluation/Critique	X	X	X	X	X
PowerPoint		X			X
Photoshop		X			X
Digital Imaging/Photography					
Classroom, Online and Blended Teacher Competencies	X	X			X
Computer based teaching	X	X			
Computer based course management	X				
Computer Based Learning Applications	X	X			
Audience Response System	X	X			
Classroom management strategies	X	X			X
Classroom management systems	X	X			X

## Terms Defined

**Course Director:** responsible for the design, implementation and evaluation of a portion of a course or the complete course; may also be responsible for the design, implementation and evaluation of a clinical clerkship.

**Teacher:** responsible for teaching portions of a course or clerkship in a formal setting such as lecture, small group, simulation or lab setting.

**Clinical Preceptor:** responsible for the supervision, instruction and evaluation of students or residents that occurs in the setting of direct patient care such as in an office, hospital or other health care setting.

**Research Preceptor:** responsible for the supervision, instruction and evaluation of students or post-graduate trainees in the context of performing research.

**Beginning Faculty:** individuals such as medical residents, post-doctoral students, first time faculty who may be given teaching responsibilities with little to no formal training in pedagogy.

# Curriculum for Educators (continued)

## Pedagogical Skill Development

The Thomas Jefferson University faculty is committed to “educating professionals in a variety of disciplines who will form and lead the integrated healthcare delivery and research teams of tomorrow”. In order to accomplish this critical mission, TJU faculty must be skilled and effective educators. The faculty development program offered at TJU is designed to help you attain and maintain the skills of an effective health professions educator. Below, you will find an outline of a core curriculum in pedagogy for TJU faculty. This core curriculum will be provided over a two to three year period through both in person and on – line learning opportunities. In addition to the full core curriculum listed below, you will also find recommendations for participation in the TJU pedagogical curriculum tailored to your faculty role.

### Planning

- Teaching and Learning Theory
- Curriculum/Course Development and Management
- Settings Learning Objectives (for lecture, course, clerkship or residency program)
- Preparation of Instructional Materials/Aids (Syllabus)

### Delivery

- Essentials of Effective Lecturing
- Teaching in the Clinical Setting
- Teaching Evidence Based Practice
- Use of Simulation for Teaching
- Cultural Competency – Incorporating Communications Skills Training into Health Professions Curricula
- Effective Techniques for Managing Longitudinal Learning Groups
- Interactive Techniques for Lecturing
- Teaching in Small Groups
- Team Learning: Applications for the Classroom and Clinical Setting
- Teaching Interprofessional Teams

## Assessment

- Overview of Assessment and Evaluation
- Competency Based Assessment
- Assessment of the Learner
  - Evaluation of Students in the Classroom (multiple choice questions, other methods)
  - Evaluation of Students in the Clinical Setting
  - Assessing Problem Based Learning
  - Providing Effective Feedback
  - Student Remediation
  - Dealing with the Problem Learner
- Assessment of the Program
  - Course/Curriculum Evaluation
- Assessment of the Teacher
  - Self Evaluation/Critique

## Effective Presentations Seminar

**Instructor:** Kathy Day, MS

**Date:** Tuesday September 13, 2011

**Time:** 9 a.m. – 4 p.m.

**Location:** 306 Scott Building

**Maximum Enrollment:** 25

**Date:** Thursday January 12, 2012

**Time:** 9 a.m. – 4 p.m.

**Location:** 306 Scott Building

**Maximum Enrollment:** 25

This full-day seminar covers everything from creating your first presentation to developing multimedia presentations with components for audience participation and enduring handouts. Both new and seasoned faculty will benefit from this hands-on seminar designed to improve your presentations.

The morning session focuses on creating and managing digital assets using the Adobe Creative Suite. The afternoon session concentrates on content delivery: packaging your content for students to access independently and tools for the auditorium like polling software. Participants completing the day’s session will receive a certificate of attendance.

## Faculty Fundamentals:

### Basic Skills for Teaching in the Health Professions

**Friday, September 16, 2011**

**Breakfast, Welcome and Introduction**  
8 – 8:30 a.m.

### More Effective Teaching through Knowing Your Learner

**Instructors:** Elena Umland, PharmD, Peter Ronner, PhD, Peter Gallagher, JD and John Lewis, EdD

**Date:** Friday, September 16, 2011

**Time:** 8:30 – 9:30 a.m.

**Location:** TBD

**Maximum Enrollment:** 50

This 50-minute session will provide an overview of today’s learner. It will explore the prevalent learning styles and discuss the consequences of mismatching these learning styles with teaching styles. The workshop will explain why the optimal teaching style is one that finds balance between the different dimensions of the various learning styles. The workshop will provide the foundation to assist the attendees in considering different approaches to instruction and assessment. At the end of the session, participants will:

1. Compare and contrast the different types of learners
2. Be able to describe today’s learner
3. Be able to identify approaches to teaching that best match today’s primary learning styles

### **Developing Great Courses and Lectures: It All Starts with the Objectives!**

**Instructors:** Caroline Golab, PhD

**Date:** Friday, September 16, 2011

**Time:** 9:30 – 11 a.m.

**Location:** TBD

**Maximum Enrollment:** 50

Good course/lecture design and successful student learning outcomes begin with the creation of sound learning objectives. This session will explore the relationship between learning objectives and learning outcomes. In so doing, it will walk participants through important elements of the design process – selection of instructional techniques and methodologies, the crafting of assignments, the choice of appropriate forms of assessment – all of which are determined by the nature of the initial objectives. At the end of this session, participants will

1. Identify and formulate effective objectives for courses and lectures, including their scaffolding in terms of Bloom's Taxonomy
2. Articulate the importance of objectives for successful student learning, including their relationship to overall course/lecture design, instructional methodologies, assignments, and assessment
3. Use proper objectives as the key to sound syllabus construction and lecture outlines

### **Teaching Strategies: from the Bedside to the Desktop**

**Instructors:** John C. Lewis, EdD and Gretchen Diemer, MD

**Date:** Friday, September 16, 2011

**Time:** 1 a.m. – 12:30 p.m.

**Location:** TBD

**Maximum Enrollment:** 50

Fundamental to all types of teaching is the instructional strategy. That is, the methods employed to help learners move across a pathway from not knowing to subject or skill mastery. This session will examine ways to help faculty employ the best strategies for the teaching and learning environment. At the end of the session, participants will:

1. Define the concept of "strategy" as applied to instructional techniques
2. Identify key points in strategy development
3. Recognize a model of strategy choice based upon both learning objectives and teaching settings
4. Identify significant differences among clinical, in-class, blended and online learning experiences

Lunch: 12:30 – 1:30 p.m.

### **Examination Construction and Item Writing**

**Instructors:** Julia Ward, PhD, RN

**Date:** Friday, September 16, 2011

**Time:** 1:30 – 2:30 p.m.

**Location:** TBD

**Maximum Enrollment:** 50

This session will provide attendees with a basic understanding of item writing for teacher-made examinations. General principles related to item writing will be discussed, including content validity, use of effective distractors, structure and types of items. At the end of the session, participants will

1. Develop a basic understanding of test construction item writing
2. Critique test items relative to program content
3. Incorporate general principles of item writing in constructing examinations for their respective student groups

### **Fundamentals of Effective Feedback and Remediation**

**Instructors:** Karen Glaser, PhD, Joseph Majdan, MD and Karen Novielli, MD

**Date:** Friday, September 16, 2011

**Time:** 2:30 – 4 p.m.

**Location:** TBD

**Maximum Enrollment:** 50

This session will describe the principles of providing effective feedback to health professions students and will review the effective practices for the remediation of the health professions student. At the end of the session, participants will

1. Understand the difference between feedback and evaluation
2. Describe the principles of effective feedback
3. Learn to identify the factors in performance that describe the deficient health professions student
4. Learn about remediation plans that have been shown to be effective
5. Understand the local processes for referral, intervention and remediation of the poorly performing student
6. Identify appropriate and specific language for documentation of performance concerns and remediation plans

Wine and Cheese Reception for Attendees: 4 – 5 p.m.

### **Effective Course Management Using Blackboard Seminar**

**Instructor:** Kathy Day, MS

**Date:** Tuesday, September 20, 2011

**Time:** 9 a.m. – 4 p.m.

**Location:** 306 Scott

**Maximum Enrollment:** 25

**Date:** Thursday, January 19, 2012

**Time:** 9 a.m. – 4 p.m.

**Location:** 306 Scott

**Maximum Enrollment:** 25

# Curriculum for Educators (continued)

This full-day seminar is designed for course directors and for teachers responsible for all aspects of a course. The morning session concentrates on the basic features of Blackboard including Wikis, Blogs, assessment, and the Grade Center. The afternoon session will focus on distance learning tools--discover the benefits of using these tools in your face-to-face courses. Participants completing the day's session will receive a certificate of attendance.

## Interprofessional Education & Care Practicum

This 5-session practicum is a hands-on didactic and interactive experience for faculty and staff who are interested in developing a pilot interprofessional education (IPE) or care (IPC) project in either an educational and/or practice setting. Jefferson faculty will mentor you in planning, delivering, and evaluating your interprofessional education or care project. Participants will gain specific skills in IPE development, finding an IPE teaching team, computer assisted technologies, learning objectives and evaluations.

**Added bonus:** Jefferson staff/faculty who complete the training and an IPE plan will be eligible to apply for up to \$1,000.00 to their departments to assist in funding pilot projects.

## Fall 2011 Practicum Information

### Session 1

**General Principles of Interprofessional Education, Including Selection of Settings and Level of Learners, Teaching Methods**

**Instructor:** Stephen Kern, PhD, OTR/L, FAOTA

**Date:** Tuesday, October 11, 2011

**Time:** 1 – 4 p.m.

**Location:** Hamilton 210/211

**Maximum Enrollment:** 30

### Session 2

**Computer Learning Strategies**

**Instructor:** Dan Kipnis, MSI and Kathleen Day, MS, AISR

**Date:** Tuesday, October 18, 2011

**Time:** 1 – 4 p.m.

**Location:** Scott 307

**Maximum Enrollment:** 30

### Session 3

**Program Development, Including Developing Measurable Objectives and Linking Activities to Learning Objectives**

**Instructor:** Leigh Ann Hewston, PT, MED

**Date:** Tuesday, October 25, 2011

**Time:** 1 – 4 p.m.

**Location:** Hamilton 210/211

**Maximum Enrollment:** 30

### Session 4

**Program Evaluation**

**Instructor:** Kevin Lyons, PhD and Carolyn Giordano, PhD

**Date:** Tuesday, November 1, 2011

**Time:** 1 – 4 p.m.

**Location:** Hamilton 210/211

**Maximum Enrollment:** 30

### Session 5

**Putting it All Together**

**Instructor:** JCIPE Co-Directors

**Date:** Tuesday, November 8, 2011

**Time:** 1 – 4 p.m.

**Location:** Curtis 215

**Maximum Enrollment:** 30

## Spring 2012 Practicum Information

### Session 1

**General Principles of Interprofessional Education, Including Selection of Settings and Level of Learners, Teaching Methods**

**Instructor:** Stephen Kern, PhD, OTR/L, FAOTA

**Date:** Thursday, February 2, 2012

**Time:** 1 – 4 p.m.

**Location:** Hamilton 210/211

**Maximum Enrollment:** 30

### Session 2

**Computer Learning Strategies**

**Instructor:** Tony Frisby, PhD and Dan Kipnis, MSI, AISR

**Date:** Thursday, February 9, 2012

**Time:** 1 – 4 p.m.

**Location:** Scott 307

**Maximum Enrollment:** 30

### Session 3

**Program Development, Including Developing Measurable Objectives and Linking Activities to Learning Objectives**

**Instructor:** Leigh Ann Hewston, PT, MED

**Date:** Thursday, February 16, 2012

**Time:** 1 – 4 p.m.

**Location:** Hamilton 210/211

**Maximum Enrollment:** 30

### Session 4

**Program Evaluation**

**Instructor:** Kevin Lyons, PhD and Carolyn Giordano, PhD

**Date:** Thursday, February 23, 2012

**Time:** 1 – 4 p.m.

**Location:** Hamilton 210/211

**Maximum Enrollment:** 30

### Session 5

**Putting it All Together**

**Instructor:** JCIPE Co-Directors

**Date:** Thursday, March 1, 2012

**Time:** 1 – 4 p.m.

**Location:** Hamilton 210/211

**Maximum Enrollment:** 30

## Interprofessional Writing Workshops

The seven-session workshop series is designed for faculty/staff who have participated in an interprofessional project but have not yet written a manuscript for publication. By the end of the workshop sessions, participants will: choose an appropriate journal to submit a manuscript, write a manuscript on an interprofessional education or care project, obtain peer feedback on manuscript and submit a completed manuscript to a selected journal.

### Session 1 Overview of the Writing Workshop, Framework for Planning an Interprofessional Manuscript

**Instructor:** Jefferson InterProfessional Staff

**Date:** Wednesday, October 26, 2011

**Time:** 1 – 2 p.m.

**Location:** Hamilton 208/209

**Maximum Enrollment:** 30

### Session 2 Library Resources, Conducting a Literature Search

**Instructor:** Jefferson InterProfessional Staff

**Date:** Wednesday, January 25, 2012

**Time:** 1 – 2 p.m.

**Location:** Hamilton 208/209

**Maximum Enrollment:** 30

### Session 3 – Prepare a Manuscript Outline

**Instructor:** Jefferson InterProfessional Staff

**Date:** Wednesday, March 14, 2012

**Time:** 1 – 2 p.m.

**Location:** Hamilton 208/209

**Maximum Enrollment:** 30

### Session 4 Draft of Manuscript Introduction, Background and Methods Sections

**Instructor:** Jefferson InterProfessional Staff

**Date:** Wednesday, March 28, 2012

**Time:** 1 – 2 p.m.

**Location:** Hamilton 208/209

**Maximum Enrollment:** 30

### Session 5 Draft of Manuscript Results, Discussion/Implications and Conclusion Sections

**Instructor:** Jefferson InterProfessional Staff

**Date:** Wednesday, April 11, 2012

**Time:** 1 – 2 p.m.

**Location:** Hamilton 208/209

**Maximum Enrollment:** 30

### Session 6 Submit a Complete Manuscript Draft

**Instructor:** Jefferson InterProfessional Staff

**Date:** Wednesday, April 25, 2012

**Time:** 1 – 2 p.m.

**Location:** Hamilton 208/209

**Maximum Enrollment:** 30

### Session 7 Wrap Up

**Instructor:** Jefferson InterProfessional Staff

**Date:** Wednesday, May 9, 2012

**Time:** 1 – 2 p.m.

**Location:** Hamilton 208/209

**Maximum Enrollment:** 30

### From Good to Great: Faculty Excellence in the Clinical Setting

**Wednesday, February 1, 2012**

**9 – 4:30pm**

## Promoting Professional Accountability

**Instructor:** Gerald Hickson, MD\*

**Date:** Wednesday, February 1, 2012

**Time:** 9 a.m. – 12 p.m.

**Location:** 105/107 BLSB

**Maximum Enrollment:** 50

### Objectives:

1. Describe and discuss the relationships between unprofessional behavior and suboptimal outcomes;
2. Identify a range of unprofessional behaviors and describe a “disruptive behavior pyramid”;
3. Articulate the essential elements of an organizational infrastructure for addressing unprofessional behavior;
4. Describe the essential elements of graduated levels of interventions for addressing unprofessional behavior;

## Making Your Next Teaching Presentation Go Better Than Your Last

**Instructor:** Scott C. Litin, MD\*

**Date:** Wednesday, February 1, 2012

**Time:** 1 – 2 p.m.

**Location:** 105/107 BLSB

**Maximum Enrollment:** 50

The goals of this presentation will be to convince physicians that they need effective presentation skills, teach them some effective public speaking skills, and motivate them to work on these skills. Dr. Litin will review tips and model behaviors that will enable the participant to make their next presentation go better than their last. Upon completion of this session, participants should be able to:



## Curriculum for Educators (continued)

1. Organize a teaching presentation with special emphasis on an effective opening and strong closing
2. Demonstrate helpful skills of presentation techniques
3. Create and deliver their next presentation more effectively than they have in the past
4. Constructively criticize the future presentations of others when they listen to them

\* Dr. Scott Litin is a practicing general internist at Mayo Clinic, Rochester MN, and a Professor of Medicine. He is a native of Rochester MN, did his undergraduate training at Rice University in Houston, TX, and was a member of the second class to enter Mayo Medical School. A distinguished practitioner, lecturer and teacher, Dr. Litin has served in numerous leadership positions at Mayo Clinic and nationally. He's a recipient of many awards, including the prestigious Henry S. Plummer Distinguished Physician Award and the Distinguished Clinician Award from Mayo Clinic. The American College of Physicians has recognized him as a Master of the College. Dr. Litin has authored numerous medical journal articles and serves in editorial capacities for several Mayo Clinic publications.

### R.I.M.E.: A Tool for Providing Feedback and Evaluating Medical Students and Residents

**Instructor:** Gretchen Diemer, MD, Jessica Salt, MD, Kathryn Traves, MD, and Abigail Wolf, MD

**Date:** Wednesday, February 1, 2012

**Time:** 2 – 3:30 p.m.

**Location:** 105/107 BLSB

**Maximum Enrollment:** 50

At the end of the session, participants will:

1. Understand the role of evaluations in the residency application process
2. Be familiar with R.I.M.E. as a tool that can be used to evaluate students and residents in both the medical and surgical settings
3. Demonstrate how R.I.M.E. can be used as a tool to provide effective feedback to students and residents

4. Understand how the R.I.M.E. tool can be applied to the evaluation of medical students using the Jefferson medical student evaluation system

Wine and Cheese Reception  
for Attendees: 3:30 – 4:30pm

### Current Topics in Faculty Development: Plagiarism and Cultural Competence

April 11, 2012

#### Promoting Academic Integrity in the Health Professions

**Instructor:** Don McCabe, PhD\*

**Date:** Wednesday, April 11, 2012

**Time:** 5 – 6 p.m.

**Location:** 101 BLSB

**Maximum Enrollment:** 50

This session will provide an overview of academic integrity issues concerning today's students, based on 20 years of survey work. At the end of the session, participant will:

1. Gain an understanding about why students cheat.
2. Be able to discuss different approaches to encouraging student integrity and identify those most useful at Jefferson.

\* Don McCabe is a Professor of Management and Global Business at Rutgers University. Over the last nineteen years he has done extensive research on college cheating, surveying over 200,000 students at more than 200 colleges and universities in the U.S. and Canada. He has also surveyed over 28,000 high school students in the United States during the last six years. His work has been published widely in business, education and sociology journals and he is founding president of the Center for Academic Integrity, a consortium of over 300 colleges and universities based at Clemson University who are joined in a united effort to promote academic integrity among college and university students. Dr. McCabe has a B.A. in Chemistry from Princeton University (1966), an MBA in Marketing from Seton Hall University (1970), and a PhD in Management from New York University (1985). He worked for over 20 years in the corporate world before joining Rutgers in 1988.

Wine and Cheese Reception  
for Attendees: 6 – 6:30pm

### Plagiarism: Managing Today's Academic C Challenge

**Instructors:** Juan Leon, PhD, School of Population Health, John C. Lewis, EdD, School of Health Professions, Kellie Smith, RN, MSN, School of Nursing, Shelly Wallock, DrPH, OTR/L School of Health Professions and John Spandorfer, MD, Jefferson Medical College

**Date:** Wednesday, April 11, 2012

**Time:** 6:30 – 8 p.m.

**Location:** 105 BLSB

**Maximum Enrollment:** 50

At the end of the session, participants will:

1. review the TJU policies that relate to plagiarism
2. be able to define plagiarism in its many forms
3. be familiar with the tools that can be used to prevent and identify plagiarism

### Interprofessional Education Conference

#### Interprofessional Care for the 21st Century: Redefining Education and Practice

**Dates:** May 18 – 19, 2012

**Time:** 1 – 4 p.m.

**Location:** Thomas Jefferson University, Philadelphia PA

**Maximum Enrollment:** 30

To learn more about the 2012 interprofessional education conference, visit JCIPE's website at <http://jeffline.jefferson.edu/jcipe/> or contact Cassie Mills at [Catherine.Mills@jefferson.edu](mailto:Catherine.Mills@jefferson.edu).

## SELF-DIRECTED LEARNING MODULES

To access the Web Based Self Directed Learning Modules go to the following URL which can be accessed through the Office of Faculty Affairs website: [www.jefferson.edu/faculty\\_development](http://www.jefferson.edu/faculty_development)

### **Adult Learning Theory in Medical Education**

**Instructor:** Lindsey Lane, MD

Faculty will learn the concepts of adult learning theory and how they apply to the education of medical students. Faculty will receive practical tips on how to make their teaching interactions more relevant to the needs of the adult learner.

### **Audiovisual Aids in Teaching**

**Instructor:** Kathleen Day, MS

Faculty will learn how to use audiovisual aids to enhance their teaching sessions. Practical examples will be used to illustrate effective and ineffective use of audiovisual aids in teaching.

### **Effective Techniques for Managing Longitudinal Learning Groups**

**Instructor:** Timothy Brigham, PhD

Faculty will learn interactive techniques to improve their effectiveness as a small group teacher including discussion, demonstrations, simulations and role-playing.

### **Large Group Presentation Skills**

**Instructor:** Howard Weitz, MD

Faculty will learn guidelines for successful large group presentations including effective use of learning objectives, time management, and audiovisuals. In addition, faculty will learn how to deal with problems, such as performance anxiety, commonly encountered when giving large group oral presentations.

### **Writing Educational Objectives**

**Instructors:** Karen Novielli, MD, Cynthia Kryder, MS

Faculty will learn to use educational objectives to provide an organizational framework to large and small group teaching sessions. The ability of educational objectives to enhance the clarity of the presentation and improve desired educational outcomes will be emphasized.

### **Bedside Teaching**

**Instructor:** Greg Kane, MD

Faculty will learn techniques to increase their teaching effectiveness of students and residents at the bedside. The session will focus on identifying the needs of the learner and enhancing communication between learner and teacher to improve the satisfaction and value of the bedside teaching encounter. Tips to ensure patient comfort during the bedside teaching encounter will also be reviewed.

### **Using Case-Based Teaching Methods in Medical Education**

**Instructor:** Gerald Isenberg, MD

Participants will discuss the techniques for facilitating case-based discussion in medical education and identify the learning outcomes that can be achieved with case-based instruction.

### **Teaching and Evaluation Techniques for the Office Preceptor**

**Instructor:** Lindsey Lane, MD

Participants will review and discuss the pros and cons of teaching models advocated for use in clinical office precepting including the one-minute preceptor model and direct observation of student performance.

### **Evidence-Based Medicine**

**Instructor:** Walter Kraft, MD

Evidence based medicine is the integration of clinical expertise with the best clinical information gathered through systematic research. This workshop will review techniques to effectively retrieve quality, clinically relevant information from MEDLINE, PubMed, and the EBM Review databases.

### **Providing Effective Feedback**

**Instructor:** Timothy Brigham, PhD

Participants will discuss the characteristics of effective feedback and will apply these concepts through role-play scenarios of common teacher/learner interactions in a medical school setting.



# Curriculum for Researchers and Scholars

---

## **Mentoring Session for Early Career Investigators: Tips from the Experts!**

**Instructors:** Jeffrey Benovic, PhD, Bonita Falkner, MD, Walter Koch, PhD and Scott Waldman, MD, PhD

**Date:** Thursday, December 15, 2011

**Time:** 12 – 2:00 p.m.

**Location:** 208/209 Hamilton

**Maximum Enrollment:** 30

Using a series of structure questions, experienced investigators will provide advice to junior colleagues regarding:

1. career development strategies
2. building your professional network
3. getting your grants funded
4. promotion and tenure
5. negotiating for resources

## **Obtaining industry support of investigator initiated research proposals**

**Instructors:** Walter Kraft, PhD, Robin Sheldon, Esq. and David Whellan, MD

**Date:** Tuesday, January 10, 2012

**Time:** 12 – 2:00 p.m.

**Location:** 208/209 Hamilton

**Maximum Enrollment:** 30

Participants will be provided with the tools to:

1. identify the type of studies industry would be willing to fund
2. preparing an application
3. administrative issues of investigator initiated research project management

## **Online Courses Offered by the Office of Research Administration**

*Research Administration Courses are open to all Jeffersonians. Space is limited; advance registration is required. To register for these and other classes with the ORA, please go to <http://jeffline.jefferson.edu/Education/programs/ora/>.*

### **R128W Purpose Codes**

This course will provide the fundamentals needed to ensure accuracy when assigning a purpose code to a sponsored project. After reviewing the course material, the student should understand how and why TJU utilizes the code and be able to appropriately classify a sponsored project.

### **R217WP-Cards in Sponsored Programs**

Required annually in order to have authority to use a Procurement card to spend funds from a sponsored program.

### **R530 Responsible Conduct & Management of Research**

A review of the many responsibilities that fall on those who manage or conduct research.

### **R900W Health Risks for Animal Users**

This course must be completed annually by animal users. Failure to complete this course and test may result in removal from animal use protocols and termination of animal facility access.

### **R990W Quarterly Regulatory Updates**

Once annually, each Department Chair, departmental grant administrator, and Principle Investigator must complete this training.

### **R101W Research Administration Fundamentals for Research Administrators**

This ten module self directed learning opportunity provides an overview of best practices to administer sponsored research at Thomas Jefferson University. The lessons offer tools to get started as an administrator of a sponsored project. The course begins with an introduction to the Office of Research Administration (which, optionally, may be accomplished in person - register for R100), and other useful TJU resources for administrators. The lessons will also cover Account Establishment, Advance Accounts, the Monthly Expense Review, Effort Reporting, Continuation Awards and Closeout as well as other topics.

### **R102W Research Administration Fundamentals for Principal Investigators & Faculty**

Principal Investigators and Faculty will review their general responsibility to conduct ethical sponsored projects, and discover which resources are available to assist them to fulfill research responsibilities at TJU, and how to access these resources. Researchers completing this self directed learning module will know that certain sponsored research activities are regulated, what the regulations are, and the reasons for these regulations. The emphasis of the module is management of finances and property, the areas of expertise of the Office of Research Administration.

## Curriculum for Researchers and Scholars (continued)

---

### **R103W Research Administration Fundamentals for Technical Staff**

Staff working in technical roles on sponsored projects will understand their general responsibility to conduct ethical sponsored projects, know what resources are available to assist them to fulfill these responsibilities at TJU, and be able to describe their specific grant or contract after completing this self directed learning module.

### **R105W PRE-AWARD Fundamentals for Research Administrators**

Starting with the basic forms and buzzwords of grants management, this course is the best starting point for anyone new to Jefferson or to managing research funding. Learn how to get started or understand the processes better.

### **R106W Introduction to Animal Use for New PI's and Technical Staff**

A brief overview of the information and contacts needed by anyone new to working with animal research subjects at Jefferson.

### **R120W Cash Collection**

A video presentation about invoicing sponsored programs which are governed by contracts.

### **R201W Subawards Versus Consultants**

Learn when to classify someone not on your staff working in research as a consultant, and when that work is considered a subaward. This course will cover subawards vs consultants from time of application through to account establishment and the paperwork associated with each.

### **R202W Cost Transfers**

Learn how to avoid the need for cost transfers, and, if needed, to do them properly. Cost transfers are often the subject of attention by auditors.

### **R215W Policies and Procedures**

Research-related Policies and Procedures

### **R216W Federal Regulations Related to Sponsored Projects**

Recommended for new grant managers. Covers Office of Management and Budget Circulars, NIH Policy Statement, the Code of Federal Regulations, TJU policies and procedures and non-fiscal regulations.

### **R227W Managing Training Grants**

Both institutional administration and individual grants management issues are explained in this Training Grants course for administrators.

### **R231W Clinical Trial Terminology**

Do you know what a double-blinded, randomized study is? How about the differences between Phase I, II, III and IV studies? This module will cover the terminology used in clinical studies and will explain some of the methodologies used in clinical trials.

### **R239W Travel Expenses on Grants**

Learn which regulations apply to travel which is paid by sponsored programs, the differences when you pay by VSA accounts, and travel that wasn't budgeted for in the initial application.

### **R300W Clinical Trial Billing**

Introduction of principles and procedures for clinical trial billing – 3rd party payors

### **R310W Common Challenges with Industry Sponsored Research**

Know what to expect when considering Industry Sponsored Research. Challenges are not as difficult when you are prepared for common situations.

### **R311W Inter Institutional Agreements**

Inter Institutional Agreements are the subject of many federal regulations and auditor scrutiny. Learn how to manage the agreements effectively in compliance.

### **R322W Federal Facilities and Administrative Cost Rates**

Learn how Facilities and Administrative (Indirect) costs are determined, what they are based upon, and how to calculate this portion of a budget.

### **R402W Cost Transfers**

Learn what cost transfers are, procedures to transfer costs, reasons to use cost transfers and read examples of how and when to use cost transfers correctly.

### **R427W Preparing the Proposal Transmittal Form**

Before TJU can process any applications for grants funding or other sponsorship of research, the prospective researcher must submit a Proposal Transmittal Form in PeopleSoft to the Office of Research Administration. Learn how to prepare the PTF and what to include so that your application can be successful.

	SELF-DIRECTED LEARNING MODULES (continued)	WEB BASED SELF DIRECTED LEARNING MODULES
<p><b>R440W Understanding SPAO Statements</b></p> <p>“Reading A Grant Projection” and “Reading a Sponsored Programs Financial Statement” are provided by the Sponsored Programs Accounting Office, a part of the Controller’s office. The Office of Research Administration will give credit for learning the information in these courses if you complete the two tests for this course.</p> <p><b>R529W Introduction to NIH research funding</b></p> <p>Learn about the granting authority of the NIH, different types of funding, initiatives and other areas of opportunity. The review and submission process will also be discussed.</p>	<p><b>Interactive Techniques for Teaching in a Small-Group Format</b></p> <p><b>Instructor:</b> Timothy Brigham, PhD</p> <p>Participants will review interactive techniques that enhance small group teaching effectiveness including case discussions, demonstrations, simulations, and role-playing.</p> <p><b>Interactive Techniques for Large-Group Presentations</b></p> <p><b>Instructors:</b> William Kocher, MD; Susan Rattner, MD</p> <p>Participants will learn to use the audience response system, case-based teaching and other interactive modalities for engaging large group audiences in the learning process.</p>	<p><b>PowerPoint Series</b></p> <p><b>Available online anytime at:</b>  <a href="http://jeffline.jefferson.edu/Education/sdl/ppt">http://jeffline.jefferson.edu/Education/sdl/ppt</a></p> <p>This Self-Directed Learning (SDL) module replaces the previously offered live workshop series. Each module will employ narrated video demonstrations, printable resource files, and an assessment at the end of the module. The series requires the Flash plug-in (version 8 or higher) and audio capability.</p> <p>The first module, <i>Microsoft Power Point: Getting Started</i>, demonstrates PowerPoint basics. Participants will learn how to:</p> <ul style="list-style-type: none"> <li>• Open a new presentation</li> <li>• Choose an output type</li> <li>• Apply a design template</li> <li>• Add and format text</li> <li>• Create speaker notes</li> <li>• Print handouts</li> <li>• Save a presentation</li> </ul> <p><b>Copyright &amp; Fair Use Guidelines</b></p> <p><b>Available online anytime at:</b>  <a href="http://jeffline.jefferson.edu/Education/programs/aisr-sdl/copyright">http://jeffline.jefferson.edu/Education/programs/aisr-sdl/copyright</a></p> <p>This Self-Directed Learning (SDL) module focuses on basic information about copyright, guidelines for classroom use of published materials, and application of fair use doctrine in a university setting. Also addressed are copyright considerations for authors when publishing and NIH policy on the deposit of grant-supported publications in PubMed Central.</p>



# Curriculum for Leadership and Professional Development

## Public Speaking Workshops (2 Sessions – September 30 and October 3, 2011)

*Prerequisite: Faculty must attend  
Session 1 in order to attend Session 2.*

### Session 1

#### Public Speaking: The “Lecture”; Do’s and Don’ts for the Academic Setting

**Instructor:** Scott Glading \*

**Date:** Friday, September 30, 2011

**Time:** 12 – 1 p.m.

**Location:** JAH 307

**Maximum Enrollment:** 75

Participants will be provided with practical tools to assist preparation, rehearsal, and presentation in an academic setting. Among the topics to be addressed will be Relaxation and Control; Opening and Closing; Vocal Techniques, Dynamics, and Delivery; Eye Contact and Body Language; Time Management; Audience Attentiveness and Participation. Questions and concerns are invited and encouraged.

### Session 2

#### Public Speaking: The “Application”; Do’s and Don’ts for the Academic Setting

**Instructor:** Scott Glading\*

**Date:** Monday, October 3, 2011

**Time:** 12 – 1 p.m.

**Location:** Hamilton 505

**Maximum Enrollment:** 75

Participants will be provided the opportunity to apply each of the topics addressed in the “Lecture”. Active participation will be encouraged as each applies the tools necessary in preparing, rehearsing, and presenting in an academic setting. Once again, questions and concerns are invited and encouraged.

\* For the past thirty-four years, Scott Glading has been serving the communities of Haddonfield, Haddon Heights, Barrington, and Lawnside as a member of the faculty, not only developing

courses of study in Acting, Greek Drama, Public Speaking, Shakespeare, and Theatre Arts but also implementing them into the curriculum. During these tenures he has served as Artistic Director for the Haddon Summer Music Theatre, a non-profit scholarship-bearing organization, and for the theatre programs at both high schools. His directing resume includes more than seventy-five productions and counts among its actors those who have performed with the Metropolitan Opera, the Academy of Music, the Kennedy Center, the Academy of Vocal Arts, Carnegie Hall, Bucks County Playhouse, Prince Music Theatre, Walnut Street Theatre, Annenberg Center, and innumerable community and dinner theatres and institutions of higher learning throughout the U.S. He has presented workshops nationally and has been honored by the Haddonfield Alumni Association with a Lifetime Achievement Award and by the state of New Jersey with a Governor’s Recognition for Teacher Excellence.

### “Why So Slow? The Advancement of Women”

*Fee is required to attend workshop*

**Instructor:** Virginia Valian, PhD\*

**Date:** Friday, October 28, 2011

**Time:** 12:45 – 2:45 p.m.

**Location:** Connelly Auditorium,  
Hamilton Building

**Maximum Enrollment:** 300

Learn how gender schemas affect evaluations Learn how the accumulation of advantage results in greater professional success for men. Explain the lower status of women in medicine Develop a remedy to increase women’s status in medicine

### “How Gender Works at Work”

*Fee is required to attend workshop*

**Instructor:** Virginia Valian, PhD\*

**Date:** Friday, October 28, 2011

**Time:** 3 – 5 p.m.

**Location:** Connelly Auditorium,  
Hamilton Building

**Maximum Enrollment:** 300

Understand importance of small gender differences in treatment Understand

gender differences in negotiation and entitlement. Develop strategies for increasing effectiveness and advancement Develop strategies for creating an inclusive environment

\* Virginia Valian, Ph.D. is Distinguished Professor of Psychology at Hunter College and is a member of the doctoral faculties of Psychology, Linguistics, and Speech-Language-Hearing Sciences at the CUNY Graduate Center. She is co-founder and co-director of Hunter’s Gender Equity Project, which has been funded by NSF and NIH. She is also director of the Language Acquisition Research Center.

Dr Valian works in two domains: first and second language acquisition and gender equity. In gender equity she studies the reasons behind women’s slow advancement in the professions and proposes remedies for individuals and institutions. She is currently particularly interested what determines who receives awards and prizes and the role of letters of recommendation in search committee decisions, a project she is working on with colleagues at Rice University and MD Anderson Cancer Center.

Dr Valian’s book *Why So Slow? The Advancement of Women* has been hailed by reviewers as “compelling”, “scholarly and convincing”, “accessible and lively”, and “a breakthrough in the discourse on gender”. Dr Valian’s audiences have ranged from natural scientists such as chemists and astronomers to theater actors and directors. Her science-based approach has been featured in the *New York Times*, the *Washington Post*, *Nature*, *Scientific American*, *The Women’s Review of Books*, and many other journals and magazines. She has also appeared on NPR, the BBC, and TheNewsHour with Jim Lehrer.

### Conducting Research with Knowledge-Based Databases, Search Engines and Managing Your Citations with RefWorks 2.0

**Instructor:** Dan Kipnis, MSI

**Date:** Wednesday November 2, 2011

**Time:** 1:30 – 4:30 p.m.

**Location:** 306 Scott Building

**Maximum Enrollment:** 25

**Date:** Wednesday, March 7, 2012

**Time:** 1:30 – 4:30 p.m.

**Location:** 306 Scott Building

**Maximum Enrollment:** 25

This 3 hour workshop will cover



## Curriculum for Leadership and Professional Development (continued)

PubMed, Scopus, Google and Google Scholar and how to use RefWorks 2.0 to manage your citations for publication. This workshop is designed for all Jefferson researchers. We'll move from introductory concepts to more advanced search techniques. If you need to organize citations and aim to expedite your research output this workshop will help.

### **JMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Clinical and Educational Scholarship Track and the Clinician Educator Track**

**Instructor:** Karen Novielli, MD

**Date:** Thursday, November 10, 2011

**Time:** 4 – 5 p.m.

**Location:** 100 College, Rodgers Conference Room

**Maximum Enrollment:** 20

**Date:** Wednesday, March 21, 2012

**Time:** 4 – 5 p.m.

**Location:** 100 College, Rodgers Conference Room

**Maximum Enrollment:** 20

This workshop will review the tracks and guidelines for appointment and promotion at Jefferson Medical College. Criteria for promotion within the Clinical and Educational Scholarship Track and the Clinician Educator Track will be discussed. New requirements for documenting an educational portfolio will also be described.

### **JMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non – Tenure Research Track**

**Instructor:** Karen Novielli, MD

**Date:** Wednesday, November 16, 2011

**Time:** 12 – 1 p.m.

**Location:** 100 College, Rodgers Conference Room

**Maximum Enrollment:** 20

**Date:** Tuesday, March 13, 2012

**Time:** 12 – 1 p.m.

**Location:** 100 College, Rodgers Conference Room

**Maximum Enrollment:** 20

This workshop will review the tracks and guidelines for appointment and promotion at Jefferson Medical College. Criteria for promotion within the Academic Investigator Track and Non – Tenure Research Track will be discussed. New requirements for documenting an educational portfolio will also be described.

### **Using Social Media at Jefferson**

**Instructors:** Josh Goldstein, Director of Social Media, Thomas Jefferson University Hospital, Gary Kaplan, MS and Dan Kipnis, MSI, Scott Memorial Librarians

**Date:** Wednesday, November 16, 2011

**Time:** 1:30 – 4:30 p.m.

**Location:** 306 Scott Building

**Maximum Enrollment:** 25

**Date:** Wednesday March 21, 2012

**Time:** 1:30 – 4:30 p.m.

**Location:** 306 Scott Building

**Maximum Enrollment:** 25

This 3 hour workshop taught by Josh Goldstein, the Director of Social Media at Thomas Jefferson University Hospital, Gary Kaplan and Dan Kipnis, Librarians from the Scott Memorial Library will help the Jefferson community understand the world of social media. This workshop is geared for those who want to start using social media to promote their departments, laboratories, clerkship/residency program, etc.

### **Getting the Most out of a Mentor: A Workshop for Junior Faculty**

**Instructor:** Karen D. Novielli, MD

**Date:** Wednesday, November 30, 2011

**Time:** 3 – 5 p.m.

**Location:** 505 Hamilton

**Maximum Enrollment:** 40

During this interactive and reflective workshop, faculty will: learn new approaches to obtaining mentoring; describe what makes successful mentoring experiences; develop tips for mentees; and develop an immediate next step for an individual mentoring plan.

### **Understanding Medical School Finances**

**Instructors:** John Ogunkeye MS and Steven McKenzie, PhD

**Date:** Thursday, December 1, 2010

**Time:** 12 – 2 p.m.

**Location:** Hamilton 208/2009

**Maximum Enrollment:** 30

Medical School's finances are complex and unique by virtue of their tripartite missions. And unlike traditional business enterprises, they are dependent on several revenue sources for their financial underpinnings. These

sources have recently come under pressure as market-driven changes in healthcare organization and financing and variability in research funding makes medical schools vulnerable. As such, medical school finances have taken on a heightened level of importance as school leaders struggle to protect the viability of their programs. For schools to flourish, faculty need to be keenly aware of the financial context within which medical schools function. The first hour of the session will provide insight into the financial structure of medical schools including: 1) basic accounting principles and policies that

drive medical schools and, in turn, department budgets 2) the sources and uses of medical school funds 3) the concept of mission based budgeting and 4) flow of funds within the academic enterprise. The second hour of the session will be divided into two sessions, clinical budgets and research budgets. Faculty will attend the session appropriate to their needs. At the end of this second hour, faculty will be able to have an informed conversation with their respective department chairs about budgetary issues relevant to their work as either a clinical or research faculty member.

### **Constructing your Promotion Portfolio: Tips and Strategies**

**Instructor:** Karen Novielli, MD

**Date:** Thursday, January 26, 2011

**Time:** 4 – 5 p.m.

**Location:** Curtis 218

**Maximum Enrollment:** 50

Participants will learn about the importance and relative roles of their CV, teaching portfolio and letters of recommendation in the process for promotion. Strategies and tips for presenting documents in the most favorable light will be discussed.



## Curriculum for Leadership and Professional Development (continued)

---

### **How does unconscious bias impact your work and workplace?**

**Instructor:** Karen Novielli, MD

**Date:** Wednesday, February 15, 2012

**Time:** 7 – 9 a.m.

**Location:** Curtis 218

**Maximum Enrollment:** 50

**Date:** Tuesday, February 21, 2012

**Time:** 4:30 – 6 p.m.

**Location:** Curtis 218

**Maximum Enrollment:** 50

Upon completion of this session participants will:

1. Understand the literature on unconscious bias as it relates to hiring and promotion
2. Understand their own biases and explore how these biases might impact their work
3. Recommend changes to behavior that minimize that impact of bias in their work and workplace

### **How to get promoted as an educator**

**Instructor:** Karen Novielli, MD

**Date:** Thursday, February 23, 2012

**Time:** 12 – 1 p.m.

**Location:** Curtis 218

**Maximum Enrollment:** 50

Upon completion of this session participants will:

1. Know Boyer's definition of scholarship including educational scholarship
2. Apply Glassick criteria to the planning of educational scholarship products
3. Design a career development plan for an educator that will lead to successful promotion in the clinical and educational scholarship track

### **Becoming a More Productive Writer**

**Instructor:** Susan R. Johnson, MD\*

**Date:** Friday, March 30, 2012

**Time:** 1 – 3 p.m.

**Location:** Curtis 218

**Maximum Enrollment:** 50

At the conclusion of this workshop, participants will:

1. Know the elements of an infrastructure to support your writing
2. Understand the theoretical concept “write to think,” and how to apply to your own writing
3. Understand the method of writing in regular, brief sessions
4. Develop strategies for breaking writer's block

\* Dr. Susan R. Johnson received her B.S., MD, and an M.S. in Preventive Medicine and Environmental Health from the University of Iowa. She completed residency training in Obstetrics and Gynecology at the University of Iowa Hospitals and Clinics and then joined the faculty of that Department of Obstetrics and Gynecology, where she is now Professor. In 1999 she received a secondary appointment in the Department of Epidemiology in the College of Public Health. Dr. Johnson's clinical and research interests are in the areas of Premenstrual Syndrome, and menopausal health issues, particularly the use of hormones and other drugs for prevention in post menopausal women. She was the Associate Dean for Faculty Affairs in the Carver College of Medicine from 1994 to 2003, and since July, 2005 serves as the Associate Provost for Faculty at the university level.



