


2012

Program in Faculty Development 2012-2013

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Jefferson®

Program in Faculty Development

2012 - 2013



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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 2012–2013 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 2012–2013 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

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 not be served at faculty development sessions, unless designated otherwise in the program description. If the session takes place in the breakfast or lunch timeframe participants are welcome to bring their own food and/or beverage.

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

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 or 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 noted on the TJU Faculty Development website

“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

- **So You Want to Use Simulation in Your Classes...**
Thursday, October 18, 2012
3:30 p.m. – 5 p.m.
- **Effective Assessment of Learning Outcomes and Institutional Effectiveness: Purposes, Pathways and Pitfalls**
Thursday, November 15, 2012
12 p.m. – 1:30 p.m.
- **The Art of Facilitation: Enhancing Results and Maximizing Individual Contributions**
Wednesday, February 6, 2013
9 a.m. – 12 p.m.
- **Designing for Active Learning**
Wednesday, February 6, 2013
1 p.m. – 4 p.m.
- **Active Learning: Building Your Toolkit**
Friday, March 8, 2013
9:30 a.m. – 12 p.m.
- **Feedback and Remediation: A Case-Based Approach**
Thursday, March 14, 2013
3:30 p.m. – 5 p.m.

Curriculum for Leadership and Professional Development

- **Academic Medicine and Industry: Managing Conflicts While Developing Relationships**
Thursday, October 11, 2012
4 p.m. – 6 p.m.

- **Behavioral Interviewing**
Tuesday, October 16, 2012
12 p.m. – 2 p.m.
- **Leading Change: Putting the Elephant in the Room**
Tuesday, October 16, 2012
2 p.m. – 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, October 24, 2012
12 p.m. – 1 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 1, 2012
4 p.m. – 5 p.m.
- **Time Management and Organizational Strategies**
Friday, December 14, 2012
12:30 p.m. – 3:30 p.m.
- **Getting the Most out of a Mentor: A Workshop for Junior Faculty**
Tuesday, February 12, 2013
3 p.m. – 5 p.m.
- **Constructing your Promotion Portfolio: Tips and Strategies**
Thursday, February 21, 2013
4 p.m. – 5 p.m.
- **How Does Unconscious Bias Impact Your Work and Workplace?**
Wednesday, February 27, 2013
12 p.m. – 1:30 p.m.
- **“That Was Time Well-Spent”: Leading Effective Meetings (and Improving your Participation When You are Not in Charge)**
Monday, January 7, 2013
12 p.m. – 1:30 p.m.

- **“Why do They Act so Entitled?”: Bridging Age Differences to Improve Medical Education**
Monday, January 7, 2013
4 p.m. – 6:30 p.m.
- **Conducting an Effective Performance Appraisal**
Wednesday, March 13, 2013
12 p.m. – 2 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 13, 2013
4 p.m. – 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**
Monday, March 18, 2013
12 p.m. – 1 p.m.
- **How to Get Promoted as an Educator**
Tuesday, March 26, 2013
12 p.m. – 1 p.m.

Curriculum for Researchers and Scholars

- **NIH Grant Proposal Seminar Series**
Wednesday, December 19, 2012
8 a.m. – 4 p.m.
and
Thursday, December 20, 2012
8 a.m. – 11 a.m.
- **Academic/Industry Collaborations: Another Passing Fad, or Here to Stay? And How Can I Get Into the Game?**
Thursday, January 17, 2013
12 p.m. – 1 p.m.
- **Manuscript Development and the Journal Publication Process**
Thursday, January 31, 2013
12 p.m. – 1:30 p.m.



“At-a-Glance” Monthly Calendar

October

- **Academic Medicine and Industry: Managing Conflicts While Developing Relationships**
Thursday, October 11, 2012
4 p.m. – 6 p.m.
- **Behavioral Interviewing**
Tuesday, October 16, 2012
12 p.m. – 2 p.m.
- **Leading Change: Putting the Elephant in the Room**
Tuesday, October 16, 2012
2 p.m. – 5 p.m.
- **So You Want to Use Simulation in Your Classes...**
Thursday, October 18, 2012
3:30 p.m. – 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, October 24, 2012
12 p.m. – 1 p.m.

November

- **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 1, 2012
4 p.m. – 5 p.m.
- **Effective Assessment of Learning Outcomes and Institutional Effectiveness: Purposes, Pathways and Pitfalls**
Thursday, November 15, 2012
12 p.m. – 1:30 p.m.

December

- **Time Management and Organizational Strategies**
Friday, December 14, 2012
12:30 p.m. – 3:30 p.m.
- **NIH Grant Proposal Seminar Series**
Wednesday, December 19, 2012
8 a.m. – 4 p.m.
and
Thursday, December 20, 2012
8 a.m. – 11 a.m.

January

- **“That Was Time Well-Spent”: Leading Effective Meetings (and Improving Your Participation When You are Not in Charge)**
Monday, January 7, 2013
12 p.m. – 1:30 p.m.
- **“Why do They Act so Entitled?”: Bridging Age Differences to Improve Medical Education**
Monday, January 7, 2013
4 p.m. – 6:30 p.m.
- **Academic/Industry Collaborations: Another Passing Fad, or Here to Stay? And How Can I Get Into the Game?**
Thursday, January 17, 2013
12 p.m. – 1 p.m.
- **Manuscript Development and the Journal Publication Process**
Thursday, January 31, 2013
12 p.m. – 1:30 p.m.

February

- **The Art of Facilitation: Enhancing Results and Maximizing Individual Contributions**
Wednesday, February 6, 2013
9 a.m. – 12 p.m.
- **Designing for Active Learning**
Wednesday, February 6, 2013
1 p.m. – 4 p.m.

- **Getting the Most Out of a Mentor: A Workshop for Junior Faculty**
Tuesday, February 12, 2013
3 p.m. – 5 p.m.
- **Constructing your Promotion Portfolio: Tips and Strategies**
Thursday, February 21, 2013
4 p.m. – 5 p.m.
- **How Does Unconscious Bias Impact Your Work and Workplace?**
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March

- **Active Learning: Building Your Toolkit**
Friday, March 8, 2013
9:30 a.m. – 12 p.m.
- **Conducting an Effective Performance Appraisal**
Wednesday, March 13, 2013
12 – 2 p.m.
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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

So You Want to Use Simulation in Your Classes...

Instructors: Katherine Berg, MD (JMC), Dale Berg, MD (JMC), John Duffy, RN, MSN, CCRN, CNRN (JSN), E. Adel Herge, OTD, OTR/L, FAOTA (JSHP) and Elena Umland, PharmD (JSP)

Date: Thursday, October 18, 2012

Time: 3:30 p.m. – 5 p.m.

Location: 308 Hamilton

Maximum Enrollment: 40

The use of simulation to teach and evaluate clinical skills is an essential part of health professions education in the 21st century. The University Clinical Skills and Simulation Center (UCSSC) at Thomas Jefferson University supports the development, implementation and evaluation of simulation activities in the education of health care professional students. In this session UCSSC faculty will share available resources with faculty who are interested in integrating simulation activities in their courses. Session participants will explore simulation technologies including: standardized

patients, low and high fidelity simulations, invasive procedure task trainers, and mannequins (SimMan, SimBaby, Noelle) and envision how these can support student’s learning and integration of essential clinical outcomes. Participants will leave the session knowing innovative ways to integrate and evaluate the effectiveness of simulation learning activities in their curriculums.

Through didactic and hands-on learning activities and discussion participants in this session will:

1. Identify the benefits of integrating stimulation activities into health education.
2. Experience simulation using technologies available at the UCSSC.
3. Know the resources available to assist faculty in integrating simulation activities into their courses.
4. Describe various methods of evaluating the effectiveness of simulation technologies in their curriculums.
5. Identify opportunities to integrate simulation into their courses.

Effective Assessment of Learning Outcomes and Institutional Effectiveness: Purposes, Pathways and Pitfalls

Instructors: Raelynn Cooter, PhD (JSHP), David Jack, PhD, RN, CPN, CEN (JSN), Elena Umland, PharmD (JSP) and Jon Veloski (JMC)

Date: Thursday, November 15, 2012

Time: 12 p.m. – 1:30 p.m.

Location: 105 BLSB

Maximum Enrollment: 50

Assessment of both student learning outcomes and institutional effectiveness has become a core component of the accreditation standards of national, regional, and specialized professional agencies. Equally important, regular,

ongoing assessment assists institutions in evaluating their effectiveness in achieving institutional mission and goals as well as how determining well they are meeting the needs of their students, faculty and community.

While effective use of assessment contributes to institutional improvement, and educational institutions must demonstrate its use to be in compliance with accreditation standards, there is no common methodology for how that is best accomplished. This session will focus on different types and purposes of assessment; explore ways to interpret assessment results appropriately and evaluate outcomes; examine strategies for reporting results and using them for improvement and planning; as well as review infrastructure needs

that will continue to support excellent performance. Lastly, the session will point out roadblocks and pitfalls on the road to establishing an effective campus-wide culture of assessment.

At the end of this session participants will:

1. Understand accrediting body expectations related to assessment
2. Recognize how assessment is essential to fulfilling the University's educational and research missions
3. Identify other benefits – personal, professional, and institutional – of ongoing assessment
4. Become familiar with the array of assessment resources available at Jefferson

The Art of Facilitation: Enhancing Results and Maximizing Individual Contributions

Instructors: Jeffrey Cufaude*

Date: Wednesday, February 6, 2013

Time: 9 a.m. – 12 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

Facilitation is most often associated with workshops or planning sessions when an outside individual is hired to facilitate a conversation or gathering. In today's fast-paced and collaborative work environment, however, the skills of the facilitator are needed by anyone providing leadership to projects, departments, or institutions. Facilitation balances an emphasis on both process and outcome so that decisions reached and projects created reflect the broadest and most compelling insights and ideas from a diverse group of individuals.



Curriculum for Educators (continued)

In this interactive half-day session, participants will learn the core values, skills, and behaviors associated with effective facilitation. Specific areas to be addressed include:

1. Individual and group dynamics and how facilitators can help manage them effectively.
2. Tools and techniques for maximizing the contributions of individuals when cross-functional teams or partnerships with other organizations are involved
3. Strategies for better engaging the full participation of all members of a work group, team, or organization.
4. How to frame conversations to elicit better results.

Designing for Active Learning

Instructors: Jeffrey Cufaude*

Date: Wednesday, February 6, 2013

Time: 1 p.m. – 4 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

What do today's students and workshop participants seek from a learning experience? Content relevant to their work and connected to their context, practical actions they can take, varied learning activities that go beyond pontificating from the podium, and leveraging other participants' experiences and wisdom. Delivering such first-class learning experiences requires a great deal of intention and attention to all aspects of course curriculum or a conference workshop.

This session reviews the characteristics of powerful learning experiences; easy-to-use teaching techniques that can enhance participant interaction and understanding; how to create the best environment for learning; and core principles for slide and handout design so that they contribute to the learning process and retention of relevant information.

As a participant you will leave this session with more understanding of how to:

1. Structure classes and workshops for more active learning and learner engagement
2. Intentionally incorporate discussions and exercises to complement lecture
3. Effectively design presentation visuals (handouts and slides)

**A former association executive and university student affairs staff member, Jeffrey Cufaude is an architect of ideas, building communities of ideas and idealists through his writing, facilitation, and speaking. His areas of work include strategy think tanks that bring fresh eyes and innovative thinking to critical questions; conference workshops; volunteer and staff sessions and retreats; and major keynotes.*

He led the American Society of Association Executives Future Leaders Conference from 1998–2007, demonstrating his unique gifts in custom-designing and facilitating multiple day leadership and learning experiences. His work is known for reflecting best practices in adult learning, and he often teaches presentation design and facilitation skills to subject matter experts.

Active Learning: Building Your Toolkit

Instructor(s): Bruce Fenderson, PhD (JMC), John Lewis, EdD (JSHP), Elena Umland, PharmD (JSP)

Date: Friday, March 8, 2013

Time: 9:30 a.m. – 12 p.m.

Location: TBD

Maximum Enrollment: 50

Active learning has been identified as a method of learning whereby student retention of material is much greater in comparison to the traditional lecture format. This session will introduce the faculty member to the definition of active learning, the benefits of active learning and examples of active learning with attention given to the utilization of technology in its facilitation. Attendees will be encouraged to share their experiences (both positive and challenges) related to active learning.

At the end of this session, participants will:

1. Define active learning and explain its significance to meaningful learning
2. Compare and contrast the various forms of active learning
3. Identify one form of active learning that they can incorporate into their current teaching

Feedback and Remediation: A Case-Based Approach

Instructors: Katherine Berg, MD (JMC), Frances Gilman, DHSc, RT(R) (CT)(MR)(CV), (JSHP), Karen Glaser, PhD (JMC), Ronald Hall, MD (JMC), Mary Hanson-Zalot, MSN, RN (JSN), John Lewis, EdD (JSHP) and Karen Novielli, MD (JMC)

Date: Thursday, March 14, 2013

Time: 3:30 p.m. – 5 p.m.

Location: 101 BLSB

Maximum Enrollment: 50

This workshop will employ a case-based approach to illustrate the principles of providing feedback and developing a remediation plan for the health professions student in the clinical and academic settings. The workshop will consist of two cases which mirror the types of difficulties typically encountered by students during their academic experience at Jefferson. Participants will be divided into groups which will include an experienced faculty member as group facilitator. Facilitators will assist participants to diagnose apparent causes for suboptimal performance and to recommend methods to assist the student in accomplishing intended goals where possible. At the close of the session, participants will:

1. Recognize “trouble signals” that identify a potential problem or series of problems that contribute to student academic difficulty
2. Identify ways in which these difficulties may be remediated or, in some cases, referred to both internal and external sources to assist the student in accomplishing educational goals

3. Have shared techniques that have been effective in promoting success
4. Apply the principles of providing effective feedback to simulated cases involving health professions students in the clinical setting
5. Develop a remedial plan for the health professions student where deficits in professional behavior and communication have been demonstrated
6. Develop a remedial plan for the health professions student where deficits in clinical skills have been demonstrated

The following workshops may be offered on an individual or group/department basis. To schedule these sessions, please contact Kathy Day, MS at email: kathleen.day@jefferson.edu or call 215-503-4991.

Effective Presentation Seminar

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.

Effective Course Management Using Blackboard Seminar

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.



Curriculum for Researchers and Scholars

NIH Grant Proposal Seminar Series

The NIH grant proposal seminar is a series designed to prepare early investigators for submission of an NIH grant. The NIH grant proposal seminar will be most helpful to those investigators who are currently in the process of preparing an NIH submission and have identified a senior faculty mentor to review components of the grant as they are developed. This seminar will be taught by experienced, funded investigators with assistance from the Office of Research Administration.

A. Grantsmanship: Writing a Competitive Application

Instructor: Laurence Eisenlohr, PhD, VMD

Date: Wednesday, December 19, 2012
Time: 8 a.m. – 9 a.m.
Location: 207 JAH
Maximum Enrollment: 100

Participants will learn general principles of “grantsmanship”, or writing a competitive application. In addition, participants will discuss the importance of identifying and working with the NIH program officer prior to submission of an application.

B. Understanding the Scientific Review Process

Instructor: Scott Waldman, MD, PhD
Date: Wednesday, December 19, 2012
Time: 9 a.m. – 10 a.m.
Location: 207 JAH
Maximum Enrollment: 100

C. Specific Aims and Hypotheses

Instructors: Dennis Leeper, PhD, Gerry Grunwald, PhD and Lorraine Iacovitti, PhD

Date: Wednesday, December 19, 2012
Time: 10 a.m. – 11 a.m.
Location: 207 JAH
Maximum Enrollment: 100

This workshop will prepare participants for the scientific review of their proposals by reviewing the NIH peer review process.

D. Research Design/Methodology

Instructor: Gerry Grunwald, PhD

Date: Wednesday, December 19, 2012
Time: 11 a.m. – 12 p.m.
Location: 207 JAH
Maximum Enrollment: 100

E. Statistical Analysis

Instructor: Terry Hyslop, PhD

Date: Wednesday, December 19, 2012
Time: 1 p.m. – 2 p.m.
Location: 207 JAH
Maximum Enrollment: 100

F. Responding to reviewers comments

Instructor: Jan Hoek, PhD

Date: Wednesday, December 19, 2012
Time: 2 p.m. – 3 p.m.
Location: 207 JAH
Maximum Enrollment: 100

G. Preparing a Budget for the NIH: From an Investigator and Departmental Perspective

Instructors: Shey-Shing Sheu, PhD and Carol Prem

Date: Wednesday, December 19, 2012
Time: 3 p.m. – 4 p.m.
Location: 207 JAH
Maximum Enrollment: 100

Sessions D through H will review important sections of an NIH grant application in detail. Participants will apply learned principles and tips to examples from actual grant applications.

H. Budgets and Contracts

Instructor: Office of Research Administration

Date: Thursday, December 20, 2012
Time: 8 a.m. – 9 a.m.
Location: 407 JAH
Maximum Enrollment: 100

A budget is really just another way of describing the things you’ll need to accomplish your research – in a format that takes into account the price and how much labor is involved. Learn how to translate your ideas into dollars and cents.

I. Electronic Applications – Using Cayuse and the Jefferson e-PTF

Instructor: Office of Research Administration

Date: Thursday, December 20, 2012
Time: 9 a.m. – 10 a.m.
Location: 407 JAH
Maximum Enrollment: 100

Repetitious entering of standard information has ended, as Cayuse and the Jefferson Electronic Proposal Transmission Form now do the heavy lifting of standard contact info, calculating numbers and keeping track of dates. Learn how to use this transformative technology!

Curriculum for Researchers and Scholars (continued)

J. Responsible Conduct & Management of Research and the New Policies for Conflicts of Interest

Instructor: Office of Research Administration

Date: Thursday, December 20, 2012

Time: 10 a.m. – 11 a.m.

Location: 407 JAH

Maximum Enrollment: 100

What funding organizations and the government expect from grants recipients in order to give the taxpayers or donors the best value for their money. Also changes to policies from the federal government will be discussed.

Academic/Industry Collaborations: Another Passing Fad, or Here to Stay? And How Can I Get Into the Game?

Instructor: Len Freedman, PhD

Date: Thursday, January 17, 2013

Time: 12 p.m. – 1 p.m.

Location: TBD

Maximum Enrollment: 50

In this era where federal funding for biomedical research continues to plummet, and Big Pharma watches as their pipelines dry up, Academia and Industry are being drawn together at a scale and pace not previously seen. The objectives of this workshop are to examine the history of biomedical academic/industry collaborations, with an emphasis on both past successes and failures. We will also compare and contrast the current programs in play at those Big Pharma companies that are actively pursuing collaborations with academic biomedical research institutions. Is the current wave of such collaborations different from the past? If so, are they here to stay? We

will also examine other innovative programs that are emerging outside of Big Pharma. Finally, we will discuss how TJU investigators can be more savvy in promoting their own research to industry, as well as to VC's and foundations.

Manuscript Development and the Journal Publication Process

Instructor: Julie Ingelfinger, MD*

Date: Thursday, January 31, 2013

Time: 12 p.m. – 1:30 p.m.

Location: TBD

Maximum Enrollment: 50

Dr. Ingelfinger will focus on manuscript development and the journal publication process.

Julie Ingelfinger, MD is the Director of Pediatric Nephrology at Massachusetts General Hospital and the Deputy Editor of the New England Journal of Medicine.

The following workshops may be offered on an individual or group/department basis. To schedule these sessions, please contact Dan Kipnis, MSI at email: dan.kipnis@jefferson.edu or call 215-503-2825.

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

This workshop will cover 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.

Using Social Media at Jefferson

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.

Online Courses Offered by the Office of Research Administration

Below is a sample of courses available online at the Office of Research Administration (ORA) website, http://www.jefferson.edu/research_administration.

R102W: Research Administration Fundamentals for Principal Investigators & Faculty

R216W: Federal Regulations related to Sponsored Projects

R529W: Introduction to NIH Research Funding and

R530W: Responsible Conduct and Management of Research

R106W: Introduction to Animal Use for New PIs and Support Personnel

Please go to the ORA site for a complete list of courses that are available.

http://www.jefferson.edu/research_administration

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: http://jeffline.jefferson.edu/Education/programs/faculty_development/sdl-modules.cfm

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.

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Curriculum for Leadership and Professional Development

Academic Medicine and Industry: Managing Conflicts While Developing Relationships

Instructor: Jordan Cohen, MD*

Date: Thursday, October 11, 2012

Time: 4 p.m. – 6 p.m.

Location: Connelly Auditorium, 1st Floor Hamilton

Maximum Enrollment: 300

The objectives:

1. To give attendees a better understanding of how to manage potential conflicts of interest that may arise when collaborating with industry.
2. To review the various conflicts that may arise within the practice of medicine.
3. To learn about the Physician Payment Sunshine Act which will require pharmaceutical and medical device companies to report payments made to doctors and teaching hospitals.

Following his talk, there will be a panel discussion and a reception.

**Dr. Jordan Cohen, the President Emeritus of the Association of American Medical College and chairman of the board of the Arnold P. Gold Foundation for Humanism in Medicine will be speaking at Jefferson on the topic of managing conflicts of interest while developing relationships between academic medicine and industry.*

Behavioral Interviewing

Instructor: Jacqueline Tusman, Sr. Learning Consultant, Human Resources

Date: Tuesday, October 16, 2012

Time: 12 p.m. – 2 p.m.

Location: 105 BLSB

Maximum Enrollment: 50

Getting work done through others is a manager's job; but it's nearly impossible to manage effectively

without hiring effectively. Bad hiring decisions can have a prolonged negative impact on you, the work team you supervise, and the customers served by your department. You can improve your chances of hiring well through behavioral interviewing.

Behavioral interviewing is a methodical, consistent process for screening and selecting candidates for any position. It is based on the premise that past performance is the best predictor of future performance. And through a pattern of competency-focused questions and probes, job candidates reveal their capabilities with solid, credible details about their history of responses to specific work situations.

Topics include

1. Traditional vs. behavioral interviewing
2. Analyzing jobs for key competencies
3. Probing for details
4. Handling difficult interviews

Leading Change: Putting the Elephant in the Room

Instructor: Stephen P. Bogdewic, PhD*

Date: Tuesday, October 16, 2012

Time: 2 p.m. – 5 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

Objectives:

1. Describe the core competency of leadership most relevant to change
2. Review the range of issues that can make change difficult
3. Analyze a case study to determine what went wrong with a change process
4. Describe a specific model for managing a change (either one you lead or one in which you participate)

**Dr. Stephen Bogdewic is Executive Associate Dean for Faculty Affairs and Professional Development and the Dr.*

George W. Copeland Professor and Associate Chair of Family Medicine at Indiana University School of Medicine, where he directs academic affairs, faculty development, diversity affairs, and programs for the advancement of women. He also holds appointments in Medicine, Pediatrics, and Public and Environmental Affairs. Dr. Bogdewic is also past president of the Indiana University School of Medicine faculty, and is also one of the co-hosts of Sound Medicine, an award winning weekly public radio program sponsored by the Indiana University School of Medicine and WFYI Public Radio.

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, October 24, 2012

Time: 12 p.m. – 1 p.m.

Location: 100 College, Rodgers Conference Room

Maximum Enrollment: 20

Date: Monday, March 18, 2013

Time: 12 p.m. – 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.

Curriculum for Leadership and Professional Development (continued)

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 1, 2012

Time: 4 p.m. – 5 p.m.

Location: 100 College, Rodgers Conference Room
Maximum Enrollment: 20

Date: Wednesday, March 13, 2013

Time: 4 p.m. – 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.

Time Management and Organizational Strategies

Instructor: Susan R. Johnson, MD, MS*

Date: Friday, December 14, 2012

Time: 12:30 p.m. – 3:30 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

This workshop will address strategies that can improve productivity at work and in your personal life:

1. Choosing your work (and saying No sometimes)
2. Keeping track of your work
3. Managing email more effectively and in less time
4. Planning your week and your day to match your priorities
5. Effective methods for overcoming procrastination

**Dr. Susan R. Johnson received her BS, M., and an MS 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 have been in the areas of Premenstrual Syndrome and menopausal health issues. She was the Associate Dean for Faculty Affairs in the Carver College of Medicine from 1994 to 2003, and the Associate Provost for Faculty from 2005–2009. She currently serves as University Ombudsperson for the University of Iowa.*

Getting the Most Out of a Mentor: A Workshop for Junior Faculty

Instructor: Karen D. Novielli, MD

Date: Tuesday, February 12, 2013

Time: 3 p.m. – 5 p.m.

Location: 100 College, Rodgers Conference Room
Maximum Enrollment: 20

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.

Constructing your Promotion Portfolio: Tips and Strategies

Instructor: Karen Novielli, MD

Date: Thursday, February 21, 2013

Time: 4 p.m. – 5 p.m.

Location: 100 College, Rodgers Conference Room
Maximum Enrollment: 20

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.

How Does Unconscious Bias Impact Your Work and Workplace?

Instructor: Karen Novielli, MD

Date: Wednesday, February 27, 2013

Time: 12 p.m. – 1:30 p.m.

Location: 100 College, Rodgers Conference Room
Maximum Enrollment: 20

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

“That Was Time Well-Spent”: Leading Effective Meetings (and Improving your Participation When You are Not in Charge)

Instructor: Janet Bickel, MA*

Date: Monday, January 7, 2013

Time: 12 p.m. – 1:30 p.m.

Location: TBD

Maximum Enrollment: 75

Instead of twiddling your thumbs at unproductive meetings, what can you do to increase their value? And next time you chair a meeting or conference call, how can you make sure it will be productive? In the groups to which they belong, everyone bears responsibility for improving the quality of interactions.

This interactive workshop will give participants an unusual opportunity to learn from best practices and from each other's experiences about how to:

1. select the decision-making model best suited to a group's needs
2. expand a group's capacity to work constructively with their differences
3. create groundrules to guide participation
4. structure choices that encourages everyone to accept responsibility for outcomes
5. facilitate management of and participation on conference calls

“Why Do They Act so Entitled?”: Bridging Age Differences to Improve Medical Education

Instructor: Janet Bickel, MA*

Date: Monday, January 7, 2013

Time: 4 p.m. – 6:30 p.m.

Location: TBD

Maximum Enrollment: 75

Are you frustrated by generation-related characteristics and attitudes? Do you sometimes wonder whether to even bother to try communicate with someone substantially older or younger than you are? People cannot bridge the differences they do not talk about. Greater skill in raising generation-related differences translates into improvements in relationships and in organizational learning.

Through case studies, a variety of small group interactions and a inter-generational practice session with an “undiscussable” issue, this unique opportunity will help participants to:

1. More constructively handle common generational differences
2. Convert “risky” subjects into “talkable” ones
3. Better communicate with individuals very different from themselves

Students will also acquire insights into:

1. Engaging with “difficult” faculty
2. Building education- and career-facilitating relationships with their seniors

Faculty/chairs will acquire insights into how to:

1. Maximize their positive impact as a role model and mentor in the limited time available for these activities
2. Update programs and practices to reflect generation-related characteristics

**Janet Bickel is a nationally recognized expert in faculty, career and leadership development in academic medicine and an Adjunct Assistant Professor of Medical Education at George Washington University School of Medicine. Over 115 academic health centers and over 30 professional societies have invited her presentations and consultations. During the 25 years prior to creating her own business, Janet held positions of increasing national leadership at the Association of American Medical Colleges, including Associate Vice President for Medical School Affairs and creator of AAMC's Office of Women in Medicine. Janet continues to publish broadly, with two books and over 60 peer-reviewed articles.*

Conducting an Effective Performance Appraisal

Instructor: Susan Shaffer, Manager, Human Resources Development

Date: Wednesday, March 13, 2013

Time: 12 – 2 p.m.

Location: TBD

Maximum Enrollment: 50

Performance appraisals are conducted each year with all Jefferson employees to review past performance, assure current levels of competency, and set goals for the coming year. This session will focus on how to conduct an effective performance appraisal,

from year round documentation and feedback to the annual appraisal discussion. Discover how to manage performance with an emphasis on driving employee performance for results.

Topics include:

1. The performance management process
2. Preparing for the appraisal discussion
3. Conducting the appraisal discussion
4. SMART goal setting
5. Jefferson performance appraisal forms

How to Get Promoted as an Educator

Instructor: Karen Novielli, MD

Date: Tuesday, March 26, 2013

Time: 12 p.m. – 1 p.m.

Location: 100 College, Rodgers Conference Room

Maximum Enrollment: 20

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

SELF-DIRECTED LEARNING MODULES (continued)	WEB BASED SELF DIRECTED LEARNING MODULES
<p>Interactive Techniques for Teaching in a Small-Group Format</p> <p>Instructor: 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>Interactive Techniques for Large-Group Presentations</p> <p>Instructors: 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>PowerPoint Series</p> <p>Available online anytime at: http://jeffline.jefferson.edu/Education/sdl/ppt</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 PowerPoint: Getting Started</i>, demonstrates PowerPoint basics. Participants will learn how to:</p> <ul style="list-style-type: none"> • Open a new presentation • Choose an output type • Apply a design template • Add and format text • Create speaker notes • Print handouts • Save a presentation <p>Copyright & Fair Use Guidelines</p> <p>Available online anytime at: http://jeffline.jefferson.edu/Education/programs/aisr-sdl/copyright</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>

