

2013

Program in Faculty Development 2013-2014

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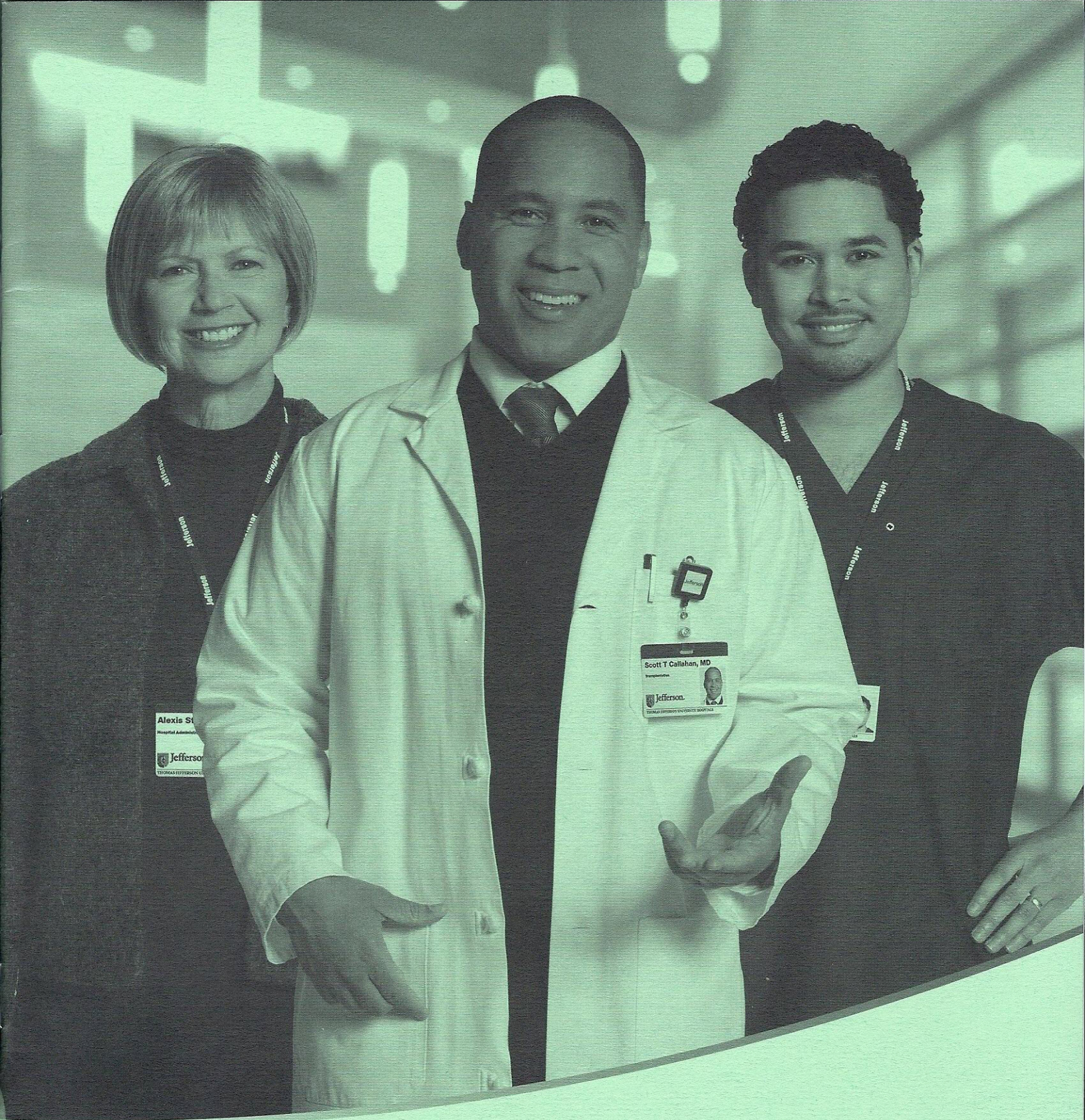
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Jefferson®

Program in Faculty Development

2013 - 2014



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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 2013–2014 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 2013–2014 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. Programs eligible for CME credit are noted in the booklet with the number of credit hours. 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.

Jefferson Medical College of Thomas Jefferson University designates these live activities for the noted amount of *AMA PRA Category 1 Credit(s)™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity

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 215-503-6166.

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: <http://jeffline.jefferson.edu/Education/programs/facultydevelopment/eval.cfm>

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

- **More Effective Teaching through Knowing your Learner**
Date: Friday, October 4, 2013
Time: 8:30 a.m. – 9:30 a.m.
- **Developing Great Courses and Lectures: It All Starts with the Objectives!**
Date: Friday, October 4, 2013
Time: 9:30 a.m. – 11 a.m.
- **Teaching Strategies: From the Bedside to the Desktop**
Date: Friday, October 4, 2013
Time: 11 a.m. – 12:30 p.m.
- **Examination Construction and Item Writing**
Date: Friday, October 4, 2013
Time: 1:30 p.m. – 2:30 p.m.
- **Fundamentals of Effective Feedback and Remediation**
Date: Friday, October 4, 2013
Time: 2:30 p.m. – 4 p.m.
- **Less is More: Teaching Students and Residents to Practice High Value Care**
Date: Wednesday, February 5, 2014
Time: 9 a.m. – 12 p.m.
- **iPads, iBooks, Apps! What's all the iFuss about?**
Date: Wednesday, February 5, 2014
Time: 1 p.m. – 2:30 p.m.

Curriculum for Leadership and Professional Development

- **Responding to Challenging Employee Situations**
Date: Monday, September 16, 2013
Time: 12 p.m. – 1 p.m.
- **Best Practices in Candidate Selection**
Date: Wednesday, September 25, 2013
Time: 12 p.m. – 1:30 p.m.
- **Managing Conflict: A Problem-Solving Approach**
Date: Monday, September 30, 2013
Time: 9 a.m. – 12 p.m.
- **Negotiating for What You Need: A Key to Academic Success**
Date: Monday, September 30, 2013
Time: 1 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**
Date: Thursday, October 3, 2013
Time: 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**
Date: Thursday, October 3, 2013
Time: 4 p.m. – 5 p.m.
Date: Wednesday, February 19, 2014
Time: 4 p.m. – 5 p.m.
- **New Faculty: Preparing for Success in an Academic Career**
Dates: Thursdays: October 17, October 24, October 31, November 7, November 14, November 21, and December 5, 2013
Time: 8 a.m. – 9 a.m.
- **Understanding Medical School Finances**
Date: Thursday, November 21, 2013
Time: 12 p.m. – 2 p.m.
- **Introduction to Mindfulness-Based Stress Reduction for Faculty**
Date: Wednesday, December 4, 2013
Time: 4:30 p.m. – 6 p.m.
- **Patient Safety – It's Not Rocket Science**
Date: Thursday, December 12, 2013
Time: 7 a.m. – 8 a.m.
- **Networking and your Academic Career: Why it matters and how to do it**
Date: Monday, January 6, 2014
Time: 4 p.m. – 5 p.m.
- **Getting the Most out of a Mentor: A Workshop for Junior Faculty**
Date: Wednesday, February 12, 2014
Time: 3 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**
Date: Wednesday, February 19, 2014
Time: 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**
Date: Wednesday, February 19, 2014
Time: 4 p.m. – 5 p.m.
- **Constructing your Promotion Portfolio: Tips and Strategies**
Date: Tuesday, February 25, 2014
Time: 4 p.m. – 5 p.m.

- **Responding to Challenging Employee Situations**
Date: Thursday, March 20, 2014
Time: 12 p.m. – 1 p.m.
- **Best Practices in Candidate Selection**
Date: Tuesday, April 1, 2014
Time: 12 p.m. – 1 p.m.
- **How does unconscious bias impact your work and workplace?**
Date: Thursday, April 3, 2014
Time: 12 p.m. – 1:30 p.m.
- **How to Get Promoted as an Educator**
Date: Wednesday, April 9, 2014
Time: 12 p.m. – 1 p.m.

MEDICAL HISTORY/ UNIVERSITY ARCHIVES

- **Medical History Walking Tour**
Date: Friday, September 13, 2013
Time: 12 p.m. – 1 p.m.
Date: Wednesday, April 9, 2014
Time: 12 p.m. – 1 p.m.

Curriculum for Researchers and Scholars

- **How to build a career in clinical research**
Date: Thursday, September 19, 2013
Time: 7:30 a.m. – 9 a.m.
- **Golden Opportunities and Silver Linings: Partnering with OTT**
Date: Wednesday, September 25, 2013
Time: 12 p.m. – 1 p.m.
- **From Theory to Practice: Team Science and Collaboration**
Date: Thursday, December 12, 2013
Time: 8:30 a.m. – 12 p.m.
- **Funding Opportunities in Clinical Research**
Date: Thursday, January 16, 2014
Time: 7:30 a.m. – 9 a.m.
- **From Theory to Practice: Team Science and Collaboration**
Date: Thursday, December 12, 2013
Time: 8:30 a.m. – 12 p.m.
- **Funding Opportunities in Clinical Research**
Date: Thursday, January 16, 2014
Time: 7:30 a.m. – 9 a.m.
- **Qualitative Research Methods**
Date: Wednesday, March 12, 2014
Time: 12 p.m. – 1:30 p.m.
- **Golden Opportunities and Silver Linings: Partnering with OTT**
Date: Wednesday, April 16, 2014
Time: 12 p.m. – 1 p.m.

"At-a-Glance" Monthly Calendar

September

- **Medical History Walking Tour**
Date: Friday, September 13, 2013
Time: 12 p.m. – 1 p.m.
- **Responding to Challenging Employee Situations**
Date: Monday, September 16, 2013
Time: 12 p.m. – 1 p.m.
- **How to build a career in clinical research**
Date: Thursday, September 19, 2013
Time: 7:30 a.m. – 9 a.m.
- **Golden Opportunities and Silver Linings: Partnering with OTT**
Date: Wednesday, September 25, 2013
Time: 12 p.m. – 1 p.m.
- **Best Practices in Candidate Selection**
Date: Wednesday, September 25, 2013
Time: 12 p.m. – 1:30 p.m.
- **Managing Conflict: A Problem-Solving Approach**
Date: Monday, September 30, 2013
Time: 9 a.m. – 12 p.m.
- **Negotiating for What You Need: A Key to Academic Success**
Date: Monday, September 30, 2013
Time: 1 p.m. – 5 p.m.

October

- **JMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non – Tenure Research Track**
Date: Thursday, October 3, 2013
Time: 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**
Date: Thursday, October 3, 2013
Time: 4 p.m. – 5 p.m.
- **More Effective Teaching through Knowing your Learner**
Date: Friday, October 4, 2013
Time: 8:30 a.m. – 9:30 a.m.
- **Developing Great Courses and Lectures: It All Starts with the Objectives!**
Date: Friday, October 4, 2013
Time: 9:30 a.m. – 11 a.m.
- **Teaching Strategies: From the Bedside to the Desktop**
Date: Friday, October 4, 2013
Time: 11 a.m. – 12:30 p.m.
- **Examination Construction and Item Writing**
Date: Friday, October 4, 2013
Time: 1:30 p.m. – 2:30 p.m.

- **Fundamentals of Effective Feedback and Remediation**

Date: Friday, October 4, 2013
Time: 2:30 p.m. – 4 p.m.

- **New Faculty: Preparing for Success in an Academic Career**

Date: Thursday, October 17, 2013
Time: 8 a.m. – 9 a.m.
Date: Thursday October 24, 2013
Time: 8 a.m. – 9 a.m.
Date: Thursday October 31, 2013
Time: 8 a.m. – 9 a.m.

November

- **New Faculty: Preparing for Success in an Academic Career**
Date: Thursday November 7, 2013
Time: 8 a.m. – 9 a.m.
Date: Thursday, November 14, 2013
Time: 8 a.m. – 9 a.m.
Date: Thursday, November 21, 2013
Time: 8 a.m. – 9 a.m.
- **Understanding Medical School Finances**
Date: Thursday, November 21, 2013
Time: 12 p.m. – 2 p.m.

December

- **Introduction to Mindfulness-Based Stress Reduction for Faculty**
Date: Wednesday, December 4, 2013
Time: 4:30 p.m. – 6 p.m.
- **New Faculty: Preparing for Success in an Academic Career**
Date: Thursday, December 5, 2013
Time: 8 a.m. – 9 a.m.
- **Patient Safety – It's Not Rocket Science**
Date: Thursday, December 12, 2013
Time: 7 a.m. – 8 a.m.
- **From Theory to Practice: Team Science and Collaboration**
Date: Thursday, December 12, 2013
Time: 8:30 a.m. – 12 p.m.

January

- **Networking and your Academic Career: Why it matters and how to do it**
Date: Monday, January 6, 2014
Time: 4 p.m. – 5 p.m.
- **Funding Opportunities in Clinical Research**
Date: Thursday, January 16, 2014
Time: 7:30 a.m. – 9 a.m.

February

- **Less is More: Teaching Students and Residents to Practice High Value Care**
Date: Wednesday, February 5, 2014
Time: 9 a.m. – 12 p.m.

- **iPads, iBooks, Apps!**

- **What's all the iFuss about?**

Date: Wednesday, February 5, 2014
Time: 1 p.m. – 2:30 p.m.

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

Date: Wednesday, February 12, 2014
Time: 3 p.m. – 5 p.m.

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Date: Wednesday, February 19, 2014
Time: 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**

Date: Wednesday, February 19, 2014
Time: 4 p.m. – 5 p.m.

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

Date: Tuesday, February 25, 2014
Time: 4 p.m. – 5 p.m.

March

- **Qualitative Research Methods**
Date: Wednesday, March 12, 2014
Time: 12 p.m. – 1:30 p.m.
- **Responding to Challenging Employee Situations**
Date: Thursday, March 20, 2014
Time: 12 p.m. – 1 p.m.

April

- **Best Practices in Candidate Selection**
Date: Tuesday, April 1, 2014
Time: 12 p.m. – 1:30 p.m.
- **How does unconscious bias impact y our work and workplace?**
Date: Thursday, April 3, 2014
Time: 12 p.m. – 1:30 p.m.
- **How to Get Promoted as an Educator**
Date: Wednesday, April 9, 2014
Time: 12 p.m. – 1 p.m.
- **Medical History Walking Tour**
Dates: Wednesday, April 9, 2014
12 p.m. – 1 p.m.
- **Golden Opportunities and Silver Linings: Partnering with OTT**
Date: Wednesday, April 16, 2014
Time: 12 p.m. – 1 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)

Faculty Fundamentals:
Basic Skills for Teaching
in the Health Professions

More Effective Teaching through Knowing your Learner

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

Date: Friday, October 4, 2013

Time: 8:30 a.m. – 9:30 a.m.

Location: 101 BLSB

Maximum Enrollment: 100

CME credits: 1.0

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 type 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: Juan Leon, PhD

Date: Friday, October 4, 2013

Time: 9:30 a.m. – 11 a.m.

Location: 101 BLSB

Maximum Enrollment: 100

CME credits: 1.5

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 Lewis, EdD and
Gregary Marhefka, MD

Date: Friday, October 4, 2013

Time: 11 a.m. – 12:30 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

CME credits: 1.5

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 objectives

Lunch 12:30 p.m. – 1:30 p.m.

Examination Construction and Item Writing

Instructor: Steven Herrine, MD

Date: Friday, October 4, 2013

Time: 1:30 p.m. – 2:30 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

CME credits: 1.0

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, Karen Novielli, MD, Katherine Berg, MD, and Ronald Hall, MD

Date: Friday, October 4, 2013

Time: 2:30 p.m. – 4 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

CME credits: 1.5

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

1. Compare the differences between feedback and evaluation
2. Describe the principles of effective feedback

3. Identify the factors in performance that describe the deficient health professions student
4. Discuss effective remediation plans
5. Explain 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



Curriculum for Educators (continued)

Affiliations Day:
Medical Education in
the New Millennium

Less is More: Teaching Students and Residents to Practice High Value Care

Instructors: Cynthia D. Smith, MD*,
Lawrence Ward, MD, Gretchen Diemer,
MD, Christine Laine, MD and William
Surkis, MD

Date: Wednesday, February 5, 2014

Time: 9 a.m. – 12 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

CME credits: 2.75

This session will introduce participants to the concepts of high value care as they relate to medical education. A keynote address will be followed by a hands-on workshop where participants will apply concepts to cases in medical education. Specifically, at the end of the session participants will:

1. Define health care value as the process of balancing clinical benefit with harms and costs
2. Incorporate the FREE high value care curriculum into student/resident education
3. Role model the practice of high value care
4. Assess student and resident competency in high value care

**Cynthia D. Smith, MD is the Senior Medical Associate for Content Development at the American College of Physicians and an Adjunct Associate Professor of Medicine at the Perelman School of Medicine. Her current responsibilities at the ACP include supporting the High Value Care Initiative, the Internal Medicine In-Training Exam, the Waxman Clinical Skills center, Medical Knowledge Self-Assessment Program and developing new educational products for medical students, residents, faculty, and practicing physicians. She continues to see outpatients and teach medical residents at the University of Pennsylvania.*

iPads, iBooks, Apps! What's all the iFuss about?

Instructors: Janice P. Burke, OTR/L, PhD, FAOTA, Christine Arenson, MD, Elizabeth Speakman, EdD, RN, CDE, ANEF, Lauren Collins, MD, Ashlie L Burkart, MD, CM, Kathryn Shaffer, RN, MSN, Susan Flannery Wainwright, PT, PhD, Sokha Koeuth, MA, Anthony Frisby, PhD, Martha Langley Ankeny, MEd, Luis Matthews

Date: Wednesday, February 5, 2014

Time: 1 p.m. – 2:30 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

CME credits: 1.5

We are awash in a wave of “i’s”. It’s iThis and iThat every which way you turn. Is this just another iFad, or is it truly revolutionizing education? iPads, iBooks, and Apps for Medical Education are on the crest of the wave, and Jefferson is at the forefront in developing iPad-centric learning materials.

Three programs that are benefiting from these technology enhancements are first year Physical Therapy DPT students, the Health Mentors Program (HMP) which is part of the Jefferson Center for Interprofessional Education (JCIFE), and the Liver Pathology course for undergraduate medical students as well as Pathology Residents and GI/Liver fellows in the Hospital.

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

1. Identify benefits of integrating iPads into health education.
2. Experience a sample Interprofessional Team scenario using the Health Mentors Module 3 iBook.
3. Know the resources available to assist faculty in integrating iPads into their courses.

4. Describe various methods of evaluating the effectiveness of iPads in their curriculums.
5. Identify opportunities to integrate iPads into their courses.

BLACKBOARD LEARN TRAINING:

Blackboard Learn + Series

Blackboard Learn is the course management system the entire Jefferson campus will be using beginning Fall 2013. Although very similar to its predecessor, Pulse, the interface looks different and there are a number of new features that can significantly improve your efficiency.

*Education Services is offering workshops to get you started with the new product. The first, **Blackboard Learn: Essentials**, focuses on the basic features of this new Blackboard interface and introduces the new feature set. Additional workshops will be made available during the year based on needs/interests identified during the Essentials sessions.*

Blackboard Learn: Essentials

Instructors: Kathy Day & Ivy Tan

Dates: May – September
(select during online registration)

Time: 2 hours

Location: Online Registration will indicate location

We recommend all instructors and organization leaders take this session before using the new Blackboard system. This 2-hour workshop will give you the tools to build your course in this new version of Blackboard. Topics include: Content Collection (new file management system), Exams & Surveys, Grade Center, Communication Tools.

INSTRUCTIONAL TECHNOLOGY:**Adobe Acrobat Basics****Instructor:** Kathy Day**Date:** By request**Time:** 45 minutes**Location:** office consultation –
call to schedule: 215-503-4991**CME credits:** 0.75

Use Adobe Acrobat to create interactive teaching materials by assembling PowerPoint presentations, existing PDFs, web pages, photos and illustrations into a single Acrobat file.

Topics include:

- converting to PDF
- editing PDFs
- adding interactivity including bookmarks, links, buttons and media clips

Adobe Acrobat: Forms**Instructor:** Kathy Day**Date:** By request**Time:** 45 minutes**Location:** office consultation –
call to schedule: 215-503-4991**CME credits:** 0.75

Need an evaluation tool or a registration form? Learn to convert your MS Word document into a digital form that can be emailed or posted on the web.

In this workshop you will:

- complete a form in MS Word
- convert the form to an Adobe acrobat file
- insert text fields, check boxes, radio buttons, select menus, list boxes
- save and distribute the form
- compile completed forms

Adobe Captivate**Instructor:** Kathy Day**Date:** By request**Time:** 45 minutes**Location:** office consultation –
call to schedule: 215-503-4991**CME credits:** 0.75

Captivate's import features allow you to capture your PPT slides and add audio to prepare a fully narrated lecture that can be posted to Blackboard.

The instructor will demonstrate how to:

- prepare your PPT slides for import into Captivate
- import a PPT presentation
- add and edit narration
- publish your presentation for both the web (SWF) or as an MP3 file

Note: If you already own a copy of Captivate, bring your laptop for a hands-on experience.

Audience Response System (Turning Point)**Instructor:** Kathy Day**Date:** By request**Time:** 45 minutes**Location:** office consultation –
call to schedule: 215-503-4991**CME credits:** 0.75

Planning an exam review? Want to find out what students really think? Turning Point Audience Response System can help. In this workshop you'll learn the skills you'll need to create, present, and save a polling presentation.

Photoshop**Instructor:** Kathy Day**Date:** By request**Time:** 60 minutes**Location:** office consultation –
call to schedule: 215-503-4991**CME credits:** 1.0

Want to create a digital image collection for teaching and publishing? This hands-on workshop covers each step of the process - from digitizing images to managing files for all possible output types. We'll use Adobe Photoshop on the Windows operating system.



Curriculum for Researchers and Scholars

How to build a career in clinical research

Instructors: Walter Kraft, MD, David Whellan, MD, and Bonita Falkner, MD

Date: Thursday, September 19, 2013

Time: 7:30 a.m. – 9 a.m.

Location: 105 BLSB

Maximum Enrollment: 50

CME credits: 1.5

This session will focus on the career development of physicians interested in incorporating clinical research to a significant degree into their careers. Experienced physician investigators will outline the steps that junior faculty need to take in order to pursue a career in clinical research. Required skills and career development milestones necessary for successful careers and promotion as a clinical researcher will be discussed. At the end of the session, participants will:

1. Identify the skill set necessary for successful careers in clinical research
2. Identify the career development milestones necessary for successful promotion as a clinical researcher
3. Develop short and long term goals to enhance their ability to be successful in clinical research

Golden Opportunities and Silver Linings: Partnering with OTT

Instructors: Katherine Chou, Michael Caggiano, and Robert DeHaven

Date: Wednesday, September 25, 2013

Time: 12 p.m. – 1 p.m.

Location: 218 Curtis

Maximum Enrollment: 50

Date: Wednesday, April 16, 2014

Time: 12 p.m. – 1 p.m.

Location: 105 BLSB

Maximum Enrollment: 50

This session will introduce the members of OTT and illustrate how OTT partners with faculty on IP-related matters and technology commercialization. Most importantly, OTT will also introduce alternative (non-federal) funding resources that faculty could explore for additional funding.

From Theory to Practice: Team Science and Collaboration

Instructors: Michelle Bennett, PhD, and Howard Gadlin, PhD*

Date: Thursday, December 12, 2013

Time: 8:30 a.m. – 12 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

CME credits: 3.25

Scientists and clinicians are increasingly forming collaborations and participating in teams to solve complex scientific issues. Collaborations today are often transdisciplinary, bringing together scientists with different expertise, experiences, and cultures to achieve a common goal. Many factors, such as establishing trust, team dynamics, effective communication, and creating a shared vision are needed to advance collaborative projects, and to prevent and manage disputes and conflicts.

This workshop will combine didactic and interactive components to help faculty understand how to translate theories into practice.

Participants will learn:

1. The importance of trust and how to establish it
2. Establishing a team (or what to do if you have inherited one)
3. Creating and sharing the scientific vision
4. Strategies for setting expectations
5. Managing conflict while promoting the productive disagreement
6. Strategies for sustaining a successful research team

**L. Michelle Bennett, Ph.D., is the Deputy Scientific Director for the NHLBI of the NIH (National Heart, Lung and Blood Institute of the National Institutes of Health) and Howard Gadlin, Ph.D., is the Ombudsman and Director of the Center for Cooperative Resolution at the NIH.*

Funding Opportunities in Clinical Research

Instructors: Ronald Myers, PhD, Matthias Schnell, PhD, David Whellan, MD, and Molly Gerber

Date: Thursday, January 16, 2014

Time: 7:30 a.m. – 9 a.m.

Location: 105 BLSB

Maximum Enrollment: 50

This session will review opportunities and strategies for securing funding for clinical research. Experienced Investigators will share their search and selection strategies as well as tips for grant submission to agencies and entities likely to sponsor clinically oriented research. At the end of the session, participants will:

1. Articulate a strategy and resources available to identify funding entities that support clinically oriented research
2. Identify several funding entities that support clinically oriented research
3. Discuss tips for grant submission to entities that sponsor clinically oriented research

Curriculum for Researchers and Scholars (continued)

Qualitative Research Methods

Instructor: Candace Young, MS

Date: Wednesday, March 12, 2014

Time: 12:00 pm – 1:30 pm

Location: 105 BLSB

Maximum Enrollment: 50

CME credits: 1.5

This session will introduce the theoretical framework, background, techniques and uses of qualitative research; cover approaches for data analysis, and present examples of how qualitative methods are used in health care settings. This session will also address strengths and limitations of qualitative research and discuss ethical issues surrounding its use.

At the end of this session participants will:

1. Evaluate types of research questions that can be addressed through qualitative methods.
2. Summarize basic approaches for coding and analyzing qualitative data.
3. Identify examples of qualitative research in health care research settings.
4. Compare and contrast strengths and limitations of various qualitative approaches and designs.

ACADEMIC RESEARCH & LIBRARY TOOLS:

Bibliographic Management: Introduction to Mendeley

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation –
call to schedule: 215-503-2825

CME credits: 0.75

Mendeley is an online bibliographic management tool that allows users to manage references, read and annotate PDFs, collaborate in groups and network with researchers from all over the world. With over 390 million user documents, over 2 million members and 225,000 research groups the Mendeley tool will continue to grow with their recent purchase by Elsevier.

Bibliographic Management: Introduction to RefWorks

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation –
call to schedule: 215-503-2825

CME credits: 0.75

Stop typing out your bibliographies. More than 6,400 Jeffersonians use RefWorks, a web-based database and bibliography creation program, available via JEFFLINE. Learn to create, organize, and access personal databases of bibliographic citations. Save time and let RefWorks format your bibliography for you. We'll show you how to use RefWorks to import, export, search, and format citations, and use RefShare to collaborate and share databases with your colleagues.

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

Instructor: Dan Kipnis

Date: By request

Time: 3 hours

Location: office consultation –
call to schedule: 215-503-2825

CME credits: 2.75

This session 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.

e-books at Jefferson

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation –
call to schedule: 215-503-2825

With the proliferation of next generation devices like the Kindle and iPad, e-books are getting renewed attention. Learn about trends in scholarly publishing, how to use the 1,375+ e-books available from JEFFLINE, integrate e-books into Pulse, and bring your own device for show-and-tell!

Finding quality images

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation –
call to schedule: 215-503-2825

CME credits: 0.75

The Scott Memorial Library offers many databases that offer images for presentations. Among the collections that will be examined: UpToDate, AccessMedicine, PHDIL, Jefferson Clinical Image Database and open access resources from the National Library of Medicine. Stop wasting time searching Google images and use the many high quality online resources offered by the Scott Memorial Library.

Grants Information

Instructor: Gary Kaplan

Date: By request

Time: 60 minutes

Location: office consultation – call to schedule: 215-503-7676

The Scott Memorial Library Grants Information Service helps faculty to identify research funding opportunities. Develop a strategy to find grants and funding opportunities using tools and services such as Pivot, NIH Guide, and the Jefferson Foundation.

Introduction to Google Forms

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation – call to schedule: 215-503-2825

Are you trying to gather feedback from users and want to use email to gather responses? This workshop will introduce Google forms for creating quick and easy online surveys and questionnaires. Build surveys using multiple-choice, text, checkboxes, lists or scales. You will create a form and view how results are displayed. Google forms is part of Google docs, the free web-based program that also includes word processing, spreadsheets and presentation templates. This workshop will focus on forms.

CME credits: 0.75

Introduction to OVIDSP

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation – call to schedule: 215-503-2825

CME credits: 0.75

Description:

This workshop is designed for all Jeffersonians with little or no experience searching the new MEDLINE database using OVIDSP. This hands-on workshop will introduce participants to the MEDLINE database structure and content.

The workshop will cover the following topics:

- How to access the database via JEFFLINE
- Personal accounts and workspace
- What is MeSH?
- What is a Scope Note?
- How does the Explode feature work in OVID?
- Explode versus Focus
- How to limit searches
- How to save, print and email citations
- Find Similar feature
- Find Citing Articles feature
- Find New Citation feature

Professional PubMed Searching

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation – call to schedule: 215-503-2825

CME credits: 0.75

Learn to search MEDLINE through PubMed, the National Library of Medicine's Entrez search engine. This class focuses on using Linkout (links to over 5,300 full-text SML electronic journals), My NCBI (store and retrieve search strategies and establish search filters), Clipboard, Limit, and History features of PubMed. In addition, learn to set-up collection lists to permanently save lists of citations.

This workshop will cover:

- Limits
- Journal browser
- MeSH browser
- Single citation matcher
- Truncation
- Search field tags
- Journals Databases
- PreMEDLINE
- Natural language searching
- Clinical Queries using research methodology filters
- Creating search filters

RSS Workshop – Manage your information intake

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation – call to schedule: 215-503-2825

CME credits: 0.75

Are you overwhelmed by the task of keeping up to date? Work smarter and be more productive by using RSS, a Web standard, to consolidate journal table of contents alerts, news headlines, Septa outages and more in one place. In this workshop Jeffersonians will create and customize their own Newsblur account.

Curriculum for Researchers and Scholars (continued)

Take Advantage of the Jefferson Digital Commons for Shameless Self-Promotion

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation – call to schedule: 215-503-2825

It's a win-win academic opportunity-promote your Jefferson research and publishing efforts to the world by participating in the Jefferson Digital Commons (JDC). The JDC increases your visibility. With over 7,700 different archived full-text resources including academic articles, posters, preprints, videos, images, teaching materials and newsletters you get permanent public space for all types of files AND your work is indexed by search engines like Google. Receive monthly alerts notifying you how many times your works have been downloaded. Create a faculty researcher page. Use the JDC as a university press and publish your department newsletters or create a new journal. Learn how the JDC complements Xythos and the Faculty Interests Database. The JDC is free to all Jeffersonians.

Twitter for Beginners

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation – call to schedule: 215-503-2825

Politicians, celebrities, educators and organizations are tweeting. Join us to learn about Twitter. You will create an account, learn to tweet, Twitter etiquette, and how tweeting can help strengthen your course, organization, or department community. Follow @SMLibrary_TJU.

Using Scopus & Internet Search Engines Effectively

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: office consultation – call to schedule: 215-503-2825

CME credits: 0.75

Tired of getting millions of results when you search Google? Novice users enter their search topic into the default search engine of choice (usually Google). But, did you know that you can significantly increase the chances you'll find what you're looking for by knowing some of tricks of the searching trade? Your librarians will show you how to change your simple searches to successful power searches. This workshop will also discuss Google Scholar and citation analysis.

ONLINE TUTORIALS:

<http://jeffline.jefferson.edu/Education/EdServices/training-online.cfm>

Evidence-Based Medicine Tutorial

Learn how to get to the heart of an article, determine if it's useful and apply it to patient care.

Copyright & Fair Use Guidelines

This workshop will provide basic information about copyright and guidelines for classroom use of published materials. Fair use doctrine and its application in a university setting will also be addressed.

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

R531W: Managing Conflicts of Interest

R429W: Using the e-PTF Dashboard

Please go to the ORA site for a complete list of courses that are available. http://www.jefferson.edu/research_administration

And these web addresses related to the new Cayuse grant application system:

Cayuse tutorials: <http://support.cayuse.com/docs/cayuse-424-support/training-materials>

Cayuse subawards: <http://subawards.com/>

LOGIN to the Cayuse system for jefferson PIs <https://jefferson.cayuse424.com>

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.

Continued on Page 22



Curriculum for Leadership and Professional Development

Responding to Challenging Employee Situations

Instructors: Robert Taylor, Esq and Wendy Gable

Date: Monday, September 16, 2013

Time: 12 p.m. – 1 p.m.

Location: 218 Curtis

Maximum Enrollment: 50

CME credits: 1.0

Date: Thursday, March 20, 2014

Time: 12p.m. – 1 p.m.

Location: 105 BLSB

Maximum Enrollment: 50

CME credits: 1.0

Faculty/chairs who manage employees face myriad challenges as they work to achieve maximum engagement and accountability. Using a scenario-based approach, this interactive workshop provides the opportunity for participants to problem solve difficult situations and learn the key actions they need to take to manage effectively.

Following this session, participants will be able to:

1. Identify and respond effectively to common employee challenges
2. Recognize when to request assistance from Human Resources or the department administrator

Best Practices in Candidate Selection

Instructors: Robert Taylor, Esq and Wendy Gable

Date: Wednesday, September 25, 2013

Time: 12 p.m. – 1:30 p.m.

Location: 105 BLSB

Maximum Enrollment: 50

CME credits: 1.5

Date: Tuesday, April 1, 2014

Time: 12 p.m. – 1:30 p.m.

Location: 105 BLSB

Maximum Enrollment: 50

CME credits: 1.5

Effectively hiring the best talent is one of a manager's most challenging and important responsibilities. This "hands on" workshop will help participants plan for and conduct a behavior-based interview to increase the probability of hiring the best fit for their department's current and future job openings.

Following this session, participants will be able to:

1. Identify desired job competencies
2. Develop behavior-based questions that are tied to desired job competencies
3. Evaluate answers collected from interviewed candidates. Demonstrate the difference between good answers and bad answers (red flags) via role play scenarios
4. Describe the post-employment process

Managing Conflict: A Problem-Solving Approach

Instructor: Catherine Morrison, JD*

Date: Monday, September 30, 2013

Time: 9 a.m. – 12 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

CME credits: 2.75

Learning Objectives for this session:

1. Review the fundamental concepts of conflict management
2. Acquire specific strategic and tactical approaches to conflict situations
3. Apply that understanding to more effectively assess and manage two-party and multiparty conflicts

**Catherine Morrison, JD is a negotiation and conflict management expert who helps academic health care institutions become more capable at resolving conflicts and creating effective change. She has served in senior administrative roles at the University of Texas Medical Branch, the University of Maryland, and Penn State Milton S. Hershey Medical Center, and she has practiced law. She is an Associate Faculty member in the Department of Health Policy and Management at the Johns Hopkins Bloomberg School of Public Health.*

Curriculum for Leadership and Professional Development (continued)

Negotiating for What You Need: A Key to Academic Success

Instructor: Catherine Morrison, JD*

Date: Monday, September 30, 2013

Time: 1 p.m. – 5 p.m.

Location: 101 BLSB

Maximum Enrollment: 100

CME credits: 3.5

Learning Objectives for this session:

1. Review the fundamental concepts of negotiation
2. Apply that understanding to effectively assess, plan, and conduct two-party and multiparty negotiations
3. Demonstrate an enhanced behavioral repertoire for transacting and resolving differences across the organization

**Catherine Morrison, JD is a negotiation and conflict management expert who helps academic health care institutions become more capable at resolving conflicts and creating effective change. She has served in senior administrative roles at the University of Texas Medical Branch, the University of Maryland, and Penn State Milton S. Hershey Medical Center, and she has practiced law. She is an Associate Faculty member in the Department of Health Policy and Management at the Johns Hopkins Bloomberg School of Public Health.*

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: Thursday, October 3, 2013

Time: 12:00 pm – 1:00 pm

Location: 100 College, Rodgers Conference Room

Maximum Enrollment: 20

Date: Wednesday, February 19, 2014

Time: 12:00 pm – 1:00 pm

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. Requirements for documenting an educational portfolio will also be described.

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, October 3, 2013

Time: 4:00 pm -- 5:00 pm

Location: 100 College, Rodgers Conference Room

Maximum Enrollment: 20

Date: Wednesday, February 19, 2014

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. Requirements for documenting an educational portfolio will also be described.

New Faculty: Preparing for Success in an Academic Career

Instructor: Karen Novielli, MD

Dates: Thursdays: October 17, October 24, October 31, November 7, November 14, November 21, and December 5, 2013

Time: 8 a.m. – 9 a.m.

Location: 100 College, Rodgers Conference Room

Maximum Enrollment: 50

CME credits: 1.0 per session

This seven session series is intended to focus and orient the faculty member who is new to Jefferson and new to academic medicine. This series will highlight those topics that are critical for eventual success of the faculty member in academic medicine. Participation in all sessions is expected.

1. Academic Medicine 101: Understanding your environment
2. Why are you here? Goal setting and Individualized Career Development Plans
3. Effective Mentorship: A How to Guide for Mentees
4. Making the most of Feedback: The Annual Performance Review
5. Basic Time Management Strategies
6. Effective Communication and Self-Promotion
7. Next Steps: Planning for Promotion

Understanding Medical School Finances

Instructors: Scott Ravenfeld, Brian Squilla, and Mitch Harris

Date: Thursday, November 21, 2013

Time: 12 p.m. – 2 p.m.

Location: 101 BLSB

Maximum Enrollment: 50

CME credits: 2.0

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.

This 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. At the end of this session, 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.



Curriculum for Leadership and Professional Development (continued)

Introduction to Mindfulness-Based Stress Reduction for Faculty

Instructors: Diane Reibel, PhD and Aleeze Moss, PhD

Date: Wednesday, December 4, 2013

Time: 4:30 p.m. – 6 p.m.

Location: 101 BLSB

Maximum Enrollment: 50

CME credits: 1.5

Mindfulness meditation is a practice that calms the mind, lowers physical tension, and cultivates one's ability to live more fully in the present moment. Mindfulness-Based Stress Reduction (MBSR) is a form of mindfulness training that is tailored to today's healthcare setting. MBSR is currently taught at over 700 medical centers, including TJUH. Research has shown that participation in MBSR is strongly associated with lower anxiety, better mood, fewer medical symptoms, enhanced vitality, and improved concentration. This experiential workshop is designed for participants to experience firsthand a range of mindfulness practices and their potential health benefits.

Learning objectives:

1. Review the principles and practices of mindfulness.
2. Summarize major research findings of neurophysiological mechanisms and clinical effects of MBSR.
3. Observe and describe changes in the participant's own mind and body that accompany mindfulness meditation practices.
4. Identify applications of mindfulness practices in personal and professional life.

Patient Safety – It's Not Rocket Science

Instructor: Jim Bagian, MD*

Date: Thursday, December 12, 2013

Time: 7 a.m. – 8 a.m.

Location: Connelly Auditorium

Maximum Enrollment: 300

CME credits: 1.0

This session will allow participants to:

1. Understand national and Jefferson specific safety data and the implications concerning patient safety. The attendee will be able to identify vulnerabilities and formulate approaches to mitigate them.
2. Describe the goal of patient safety. The attendee will be able to describe the rationale for selecting the goal of patient safety being the prevention of harm rather than simply identifying the elimination of errors.
3. Describe the importance of close calls/near misses in identifying patient safety vulnerabilities. The attendee will be able to describe the superior utility to identifying and mitigating vulnerabilities identified through close call reporting rather than just responding to adverse events when they occur.
4. Identify the value of a non-punitive approach to problem identification and resolution. The attendee will be able to describe how the removal of barriers to reporting will enhance the effectiveness of a patient safety program. In particular, the attendee will be able to describe impediments to reporting such as fear, shame, and administrative punishment as well as measures to ameliorate the impact of these impediments.
5. Describe the value of clearly defining what activities are blameworthy. The attendee will be able to describe the essential elements of defining what constitutes a blameworthy action. Specific criteria include criminal acts, purposely unsafe acts, or acts

committed under the influence of alcohol or illicit substances.

6. Describe the role that leadership at all levels plays in the institution of an effective patient safety program. Specific examples of how leadership can demonstrate support to the organization will be covered. Examples include the requirement that top leadership must personally review and approve all root cause analyses and their corresponding corrective actions.
7. Identify strategies for prioritizing and ameliorating patient safety vulnerabilities. The attendee will be able to describe the advantage of a risk based approach to prioritization rather than a more traditional one that only considers the severity of an event rather than also considering the probability of occurrence.
8. Understand the role of culture in providing safe and high quality patient care. The attendee will be able to describe techniques and tools to enhance teamwork and improve safety culture in their immediate work environment.

**Dr. James P. Bagian has extensive experience in the fields of human factors, aviation, and patient safety. Dr. Bagian is the Director of the Center for Healthcare Engineering and Patient Safety and is a Professor in the Department of Anesthesiology and the College of Engineering at the University of Michigan. Previously he served as the first and founding director of the VA National Center for Patient Safety and as the VA's first Chief Patient Safety Officer where he developed numerous patient safety related tools and programs that have been adopted nationally and internationally. A NASA astronaut for over 15 years, he is a veteran of two Space Shuttle missions including as the lead mission specialist for the first dedicated Life Sciences Spacelab mission. Dr. Bagian graduated from Jefferson Medical College. He is a Fellow of the Aerospace Medical Association, a member of the National Academy of Engineering, the Institute of Medicine, and has received numerous awards for his work in the field of patient safety and aerospace medicine.*

Networking and your Academic Career: Why it matters and how to do it

Instructor: Karen Novielli, MD

Date: Monday, January 6, 2014

Time: 4 p.m. – 5 p.m.

Location: 105 BLSB

Maximum Enrollment: 50

This session will introduce participants to the concept of professional networks as a critical element of success in an academic career. Practical examples of the use of networks in day to day matters as well as long term strategic career planning will be discussed as well as practical tips on how to build and sustain a professional network.

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

Instructor: Karen Novielli, MD

Date: Wednesday, February 12, 2014

Time: 3 p.m. – 5 p.m.

Location: 100 College, Rodgers Conference Room

Maximum Enrollment: 20

During this interactive and reflective workshop, faculty will:

1. learn new approaches to obtaining mentoring
2. describe what makes successful mentoring experiences
3. develop tips for mentees and
4. develop an immediate next step for an individual mentoring plan.

Constructing your Promotion Portfolio: Tips and Strategies

Instructor: Karen Novielli, MD

Date: Tuesday, February 25, 2014

Time: 4:00 pm — 5:00 pm

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: Thursday, April 3, 2014

Time: 12:00 pm — 1:30 pm

Location: 100 College, Rodgers Conference Room

Maximum Enrollment: 20

CME credits: 1.5

Upon completion of this session participants will:

1. Describe the literature on unconscious bias as it relates to hiring and promotion
2. Determine their own biases and explore how these biases might impact their work and
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: Wednesday, April 9, 2014

Time: 12:00 pm — 1:00 pm

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 and
3. design a career development plan for an educator that will lead to successful promotion in the clinical and educational scholarship track

MEDICAL HISTORY/UNIVERSITY ARCHIVES

Medical History Walking Tour

Instructor: F. Michael Angelo

Dates: Friday, September 13, 2013, 12 p.m. – 1 p.m.

Wednesday, April 9, 2014, 12 p.m. – 1 p.m.

Weather permitting.
Dress appropriately.

Time: 60 minutes

Location: Tour starts in lobby of Scott Memorial Library

Join F. Michael Angelo, University Archivist and Special Collections Librarian for Thomas Jefferson University, on a medical history walking tour around the TJU campus. Please meet in the lobby of Scott Memorial Library to start the tour.

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>