Program in
Faculty Development

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Jefferson®

THOMAS JEFFERSON UNIVERSITY

Institutional Faculty Development Team: 2015 - 2016

Jefferson Faculty members are invited to contact members of the
Institutional Faculty Development Team (IFDT) with recommendations for
future Faculty Development Program topics.

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Contents

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 professional! This booklet will provide you with information about the TJU Faculty Development Program for the 2015-2016 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 2015-2016 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.

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

Sidney Kimmel Medical College
Eligible SKMC faculty at Thomas Jefferson University will receive *AMA PRA Category 1* credit on an hour-for-hour basis of participation in eligible faculty development programming. Programs eligible for credit are noted in the booklet with the number of credit hours. Simply indicate that you wish to receive Continuing Education credit when you complete your initial on-line registration and be sure to complete the on-line program evaluation form following the session. 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.

Sidney Kimmel Medical College at Thomas Jefferson University is accredited by the ACCME to provide continuing education for faculty.

Sidney Kimmel 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 education activities sponsored by Sidney Kimmel 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 Samantha Bruno in the Office of Faculty Affairs at 215-955-5272.

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 time frame 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 dimitrios.papanagnou@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

- **Blackboard Learn: Essentials**
  Date: Thursday, August 27, 2015 &
  Thursday, January 21, 2016
  Time: 10:00 am – 11:30 am

- **Nearpod Audience Response System**
  Date: Tuesday, September 1, 2015 &
  Tuesday, January 19, 2016
  Time: 10:00 am – 11:00 am

- **Peer and Self-Assessments**
  Date: Tuesday, September 10, 2015
  Time: 1:00 pm – 2:00 pm

- **ExamSoft Basics**
  Date: Tuesday, September 15, 2015
  Time: 9:00 am – 10:30 am

- **The Learning Teacher – Reading Group**
  Dates: September 16, 2015; October 21, 2015; November 18, 2015; December 16, 2015; January 20, 2016; February 17, 2016; March 16, 2016; April 20, 2016; and May 18, 2016
  Time: 4:00 pm – 5:00 pm

- **Design Thinking 101**
  Date: Friday, September 18, 2015
  Time: 9:00 am – 12:00 pm

- **Technological Enhancements in the Learning Environment**
  Date: Friday, September 18, 2015
  Time: 1:00 pm –2:30 pm

- **You Decide: What are the Best Methods to Engage Large Groups of Learners**
  Date: Friday, September 18, 2015
  Time: 2:30 pm – 4:00 pm

- **Rubrics: Improve Your Grading Efficiency and Reliability**
  Date: Thursday, September 24, 2015
  Time: 1:00 pm – 2:30 pm

- **Active Teaching, Engaging Minds**
  Date: Monday, September 28, 2015
  Time: 4:00 pm – 5:00 pm

  Date: Tuesday, March 15, 2016
  Time: 4:00 pm – 5:00 pm

- **Improving Assessment with ExamSoft**
  Date: Thursday, October 1, 2015
  Time: 9:00 am – 10:00 am

- **Promoting Inter-professional Collaboration for Students in the Clinical Setting: Part I – Theories and Frameworks**
  Date: Tuesday, October 6, 2015
  Time: 1:00 pm – 2:30 pm

- **Introduction to a Novel Method for Educational Scholarship Dissemination: MedEDPortal**
  Date: Thursday, October 15, 2015
  Time: 1:00 pm – 2:00 pm

- **Prezi**
  Date: Thursday, October 15, 2015
  Time: 1:00 pm – 2:30 pm

- **The Active Learning Lecture**
  Date: Tuesday, October 20, 2015
  Time: 12:00 pm – 1:30 pm

- **Blackboard Learn: Grade Center**
  Date: Thursday, November 5, 2015
  Time: 1:00 pm – 2:00 pm

- **From Rough Draft to Publication: A Workshop on Developing your Educational Projects for Publication onto MedEdPORTAL**
  Date: Thursday, November 12, 2015
  Time: 1:00 pm – 2:00 pm

- **Student Electronic Portfolios**
  Date: Monday, November 16, 2015
  Time: 1:00 pm – 2:00 am

- **Collaborative Learning (or How to Survive the Small Group Assignment)**
  Date: Monday, November 30, 2015
  Time: 9:00 am – 10:00 am

- **Introducing iCE (Interactive Curricula Experience) to Your Course**
  Date: Tuesday, December 1, 2015
  Time: 9:00 am – 10:30 am

  Date: Monday, December 14, 2015
  Time: 1:00 pm – 2:30 pm

- **Promoting Interprofessional Collaboration for Students in the Clinical Setting: Part II – Technology and Application**
  Date: Tuesday, December 8, 2015
  Time: 1:00 pm – 2:30 pm

- **Leveraging Diversity to Create Learner-Centered Experiences**
  Date: Wednesday, February 3, 2016
  Time: 9:00 am – 12:00 pm

- **Listening Styles as a vehicle to Develop Empathy & Social Intelligence in Health Providers**
  Date: Wednesday, February 3, 2016
  Time: 1:00 am – 3:00 pm

Curriculum for Leadership and Professional Development

- **SKMC Appointment & Promotion Tracks & Guidelines: An Overview for Faculty in the Clinical & Educational Scholarship Track & the Clinician Educator Track**
  Date: Wednesday, September 30, 2015 & Wednesday, February 17, 2016
  Time: 4:00 pm – 5:00 pm

- **New Faculty: Preparing for Success in an Academic Career**
  Dates: Wednesdays: September 30, October 7, October 14, November 4, December 2, & December 9
  Time: 8:00 am – 9:00 am

- **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Tack and the Non-Tenure Research Track**
  Date: Thursday, October 1, 2015 & Wednesday, February 17, 2016
  Time: 12:00 pm – 1:00 pm

- **Strategic Career Planning: Learning to Say** *NO* **While Preparing to Say** *YES*
  Date: Monday, October 19, 2015
  Time: 10:00 am – 11:30 am

- **My Road to the College Presidency: Transferrable Skills and Lessons Learned**
  Date: Monday, October 19, 2015
  Time: 1:30 pm – 3:00 pm

- **Unconscious Bias: How Does it Affect Your Work and Life?**
  Date: Tuesday, November 10, 2015
  Time: 12:00 pm – 1:30 pm

  Date: Thursday, March 17, 2016
  Time: 4:00 pm – 5:30 pm

- **Simenhoff Lecture on Professionalism: "Your Patient Experience"**
  Date: Thursday, December 3, 2015
  Time: 7:00 am – 8:00 am

- **Networking and your Academic Career: Why it matters and how to do it**
  Date: Monday, January 11, 2016
  Time: 4:00 pm – 5:00 pm

- **Constructing your Promotion Portfolio: Tips and Strategies**
  Date: Tuesday, January 26, 2016
  Time: 4:00 pm – 5:00 pm

- **Getting the Most out of a Mentor: A Workshop for Junior Faculty**
  Date: Wednesday, February 10, 2016
  Time: 3:00 pm – 5:00 pm

Curriculum for Researchers and Scholars

- **IP + Innovation Session #1: Innovation and Intellectual Property – The Basics**
  Date: Tuesday, September 15, 2015
  Time: 9:00 am – 10:00 am

- **Clinical Trials 101: How to Participate in Clinical Trials and How the JCRI Can Help You**
  Date: September 22, 2015
  Time: 12:00 pm – 1:30 pm

- **Key Steps in Writing and Publishing Your Manuscript**
  Date: Wednesday, October 7, 2015
  Time: 12:00 pm – 1:00 pm

- **IP + Innovation Session #2: Innovation and Research – Confidentiality, Patents, & Publications**
  Date: Tuesday, October 13, 2015
  Time: 9:00 am – 10:00 am

- **IP + Innovation Session #3: A Deeper Dive Into Patents – Trade Secrets and Copyrights**
  Date: Tuesday, November 10, 2015
  Time: 9:00 am – 10:00 am

- **5 Habits of Successful Writers . . . and Ways to Foster them in Your Writing**
  Date: Wednesday, November 11, 2015
  Time: 12:00 pm – 1:00 pm

- **Asking the Right Question: How to Turn a Clinical Dilemma or Observation into a Sound Research Question**
  Date: November 17, 2015
  Time: 12:00 pm – 1:30 pm

- **From Concept to Submission: Tips to Get Your Grant off the Ground**
  Date: January 12, 2016
  Time: 12:00 pm – 1:30 pm

- **Philanthropy 101: Philanthropic Support of Your Research at Thomas Jefferson University**
  Date: May 12, 2016
  Time: 9:00 am – 10:30 am

"At-a-Glance" Monthly Calendar

August

- **Blackboard Learn: Essentials**
  Date: Thursday, August 27, 2015
  Time: 10:00 am – 11:30 am

September

- **Nearpod Audience Response System**
  Date: Tuesday, September 1, 2015
  Time: 10:00 am – 11:00 am

- **Peer and Self-Assessments**
  Date: Tuesday, September 10, 2015
  Time: 1:00 pm – 2:00 pm

- **ExamSoft Basics**
  Date: Tuesday, September 15, 2015
  Time: 9:00 am – 10:30 am

- **IP + Innovation Session #1: Innovation and Intellectual Property – The Basics**
  Date: Tuesday, September 15, 2015
  Time: 9:00 am – 10:00 am

- **The Learning Teacher – Reading Group**
  Date: September 16, 2015
  Time: 4:00 pm – 5:00 pm

- **Design Thinking 101**
  Date: Friday, September 18, 2015
  Time: 9:00 am – 12:00 pm

- **Technological Enhancements in the Learning Environment**
  Date: Friday, September 18, 2015
  Time: 1:00 pm –2:30 pm

- **You Decide: What are the Best Methods to Engage Large Groups of Learners**
  Date: Friday, September 18, 2015
  Time: 2:30 pm – 4:00 pm

- **Clinical Trials 101: How to Participate in Clinical Trials and How the JCRI Can Help You**
  Date: September 22, 2015
  Time: 12:00 pm – 1:30 pm

- **Rubrics: Improve Your Grading Efficiency and Reliability**
  Date: Thursday, September 24, 2015
  Time: 1:00 pm – 2:30 pm

- **Active Teaching, Engaging Minds**
  Date: Monday, September 28, 2015
  Time: 4:00 pm – 5:00 pm

- **New Faculty: Preparing for Success in an Academic Career**
  Date: Wednesdays, September 30, 2015 (session 1)
  Time: 8:00 am – 9:00 am

- **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Clinical and Educational Scholarship Track and the Clinician Educator Track**
  Date: Wednesday, September 30, 2015
  Time: 4:00 pm – 5:00 pm

October

- **Improving Assessment with ExamSoft**
  Date: Thursday, October 1, 2015
  Time: 9:00 am – 10:00 am

- **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non-Tenure Research Track**
  Date: Thursday, October 1, 2015
  Time: 12:00 pm – 1:00 pm

- **Promoting Inter-professional Collaboration for Students in the Clinical Setting: Part I – Theories and Frameworks**
  Date: Tuesday, October 6, 2015
  Time: 1:00 pm – 2:30 pm

- **New Faculty: Preparing for Success in an Academic Career**
  Date: Wednesday, October 7, 2015 (session 2)
  Time: 8:00 am – 9:00 am

- **Key Steps in Writing and Publishing Your Manuscript**
  Date: Wednesday, October 7, 2015
  Time: 12:00 pm – 1:00 pm

- **IP + Innovation Session #2: Innovation and Research – Confidentiality, Patents, and Publications**
  Date: Tuesday, October 13, 2015
  Time: 9:00 am – 10:00 am

- **New Faculty: Preparing for Success in an Academic Career**
  Date: Wednesday, October 14, 2015 (session 3)
  Time: 8:00 am – 9:00 am

- **Introduction to a Novel Method for Educational Scholarship Dissemination: MedEDPortal**
  Date: Thursday, October 15, 2015
  Time: 1:00 pm – 2:00 pm

- **Prezi**
  Date: Thursday, October 15, 2015
  Time: 1:00 pm – 2:30 pm

- **Strategic Career Planning: Learning to Say *NO* While Preparing to Say *YES***
  Date: Monday, October 19, 2015
  Time: 10:00 am – 11:30 am

- **My Road to the College Presidency: Transferrable Skills and Lessons Learned**
  Date: Monday, October 19, 2015
  Time: 1:30 pm – 3:00 pm

- **The Active Learning Lecture**
  Date: Tuesday, October 20, 2015
  Time: 12:00 pm – 1:30 pm

- **The Learning Teacher – Reading Group**
  Date: October 21, 2015
  Time: 4:00 pm – 5:00 pm

November

- **New Faculty: Preparing for Success in an Academic Career**
  Date: Wednesday, November 4, 2015 (session 4)
  Time: 8:00 am – 9:00 am

- **Blackboard Learn: Grade Center**
  Date: Thursday, November 5, 2015
  Time: 1:00 pm – 2:00 pm

- **IP + Innovation Session #3: A Deeper Dive Into Patents – Trade Secrets and Copyrights**
  Date: Tuesday, November 10, 2015
  Time: 9:00 am – 10:00 am

- **Unconscious Bias: How Does it Affect Your Work and Life?**
  Date: Wednesday, November 19, 2014
  Time: 9:00 am – 10:45 am

- **Designing and Implementing Effective Learning Communities**
  Date: Tuesday, November 10, 2015
  Time: 12:00 pm – 1:30 pm

- **5 Habits of Successful Writers . . . and Ways to Foster them in Your Writing**
  Date: Wednesday, November 11, 2015
  Time: 12:00 pm – 1:00 pm

- **From Rough Draft to Publication: A Workshop on Developing your Educational Projects for Publication onto MedEdPORTAL**
  Date: Thursday, November 12, 2015
  Time: 1:00 pm – 2:00 pm

- **Student Electronic Portfolios**
  Date: Monday, November 16, 2015
  Time: 1:00 pm – 2:00 am

- **Asking the Right Question: How to Turn a Clinical Dilemma or Observation into a Sound Research Question**
  Date: November 17, 2015
  Time: 12:00 pm – 1:30 pm

- **The Learning Teacher – Reading Group**
  Date: November 18, 2015
  Time: 4:00 pm – 5:00 pm

- **Collaborative Learning (or How to Survive the Small Group Assignment)**
  Date: Monday, November 30, 2015
  Time: 9:00 am – 10:00 am

December

- **Introducing iCE (Interactive Curricula Experience) to Your Course**
  Date: Tuesday, December 1, 2015
  Time: 9:00 am – 10:30 am

- **New Faculty: Preparing for Success in an Academic Career**
  Date: Wednesday, December 2, 2015 (session 5)
  Time: 8:00 am – 9:00 am

- **Simenhoff Lecture on Professionalism: "Your Patient Experience"**
  Date: Thursday, December 3, 2015
  Time: 7:00 am – 8:00 am

- **Promoting Inter-professional Collaboration for Students in the Clinical Setting: Part II – Technology and Application**
  Date: Tuesday, December 8, 2015
  Time: 1:00 pm – 2:30 pm

- **New Faculty: Preparing for Success in an Academic Career**
  Date: Wednesday, December 9, 2015
  Time: 8:00 am – 9:00 am

- **Introducing iCE (Interactive Curricula Experience) to Your Course**
  Date: Monday, December 14, 2015
  Time: 1:00 pm – 2:30 pm

- **The Learning Teacher – Reading Group**
  Date: December 16, 2015
  Time: 4:00 pm – 5:00 pm

January

- **Networking and your Academic Career: Why it matters and how to do it**
  Date: Monday, January 11, 2016
  Time: 4:00 pm – 5:00 pm

- **From Concept to Submission: Tips to Get Your Grant off the Ground**
  Date: January 12, 2016
  Time: 12:00 pm – 1:30 pm

- **Nearpod Audience Response System**
  Date: Tuesday, January 19, 2016
  Time: 10:00 am – 11:00 am

- **The Learning Teacher – Reading Group**
  Date: January 20, 2016
  Time: 4:00 pm – 5:00 pm

- **Blackboard Learn: Essentials**
  Date: Thursday, January 21, 2016
  Time: 10:00 am – 11:30 am

- **Constructing your Promotion Portfolio: Tips and Strategies**
  Date: Tuesday, January 26, 2016
  Time: 4:00 pm – 5:00 pm

February

- **The Active Learning Lecture**
  Date: Tuesday, February 2, 2016
  Time: 2:30 pm – 4:00 pm

- **Leveraging Diversity to Create Learner-Centered Experiences**
  Date: Wednesday, February 3, 2016
  Time: 9:00 am – 12:00 pm

- **Listening Styles as a vehicle to Develop Empathy and Social Intelligence in Health Providers**
  Date: Wednesday, February 3, 2016
  Time: 1:00 am – 3:00 pm

- **Getting the Most out of a Mentor: A Workshop for Junior Faculty**
  Date: Wednesday, February 10, 2016
  Time: 3:00 pm – 5:00 pm

- **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non-Tenure Research Track**
  Date: Wednesday, February 17, 2016
  Time: 12:00 pm – 1:00 pm

- **The Learning Teacher – Reading Group**
  Date: February 17, 2016
  Time: 4:00 pm – 5:00 pm

- **SKMC 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 17, 2016
  Time: 4:00 pm – 5:00 pm

- **Collaborative Learning (or How to Survive the Small Group Assignment)**
  Date: Thursday, February 25, 2016
  Time: 12:00 pm – 1:00 pm

March

- **Active Teaching, Engaging Minds**
  Date: Tuesday, March 15, 2016
  Time: 9:00 am – 10:00 am

- **The Learning Teacher – Reading Group**
  Date: March 16, 2016
  Time: 4:00 pm – 5:00 pm

- **Unconscious Bias: How Does it Affect Your Work and Life?**
  Date: Thursday, March 17, 2016
  Time: 4:00 pm – 5:30 pm

April

- **The Learning Teacher – Reading Group**
  Date: April 20, 2016
  Time: 4:00 pm – 5:00 pm

May

- **Philanthropy 101: Philanthropic Support of Your Research at Thomas Jefferson University**
  Date: May 12, 2016
  Time: 9:00 am – 10:30 am

- **The Learning Teacher – Reading Group**
  Date: May 18, 2016
  Time: 4:00 pm – 5:00 pm

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 & 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.

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 info 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

Curriculum
for Educators (continued)

Faculty Fundamentals: Basic Skills for Teaching in the Health Professions

Design Thinking 101

Instructors: Julie Guinn, MDes*;
Bon Ku, MD, MPP;
Dimitrios Papanagnou, MD, MPH

Date: Friday, September 18, 2015

Time: 9:00 am – 12:00 pm

Location: 505 Hamilton Building

Maximum Enrollment: 100

CME credits: 3.0

Students entering Jefferson today come from more diverse backgrounds and are more developed in their interests and experiences than ever before. As members of the millennial generation, they bring with them a distinct perspective and value system. When they graduate, they can expect to enter a health care system that will have dramatically evolved even from the time they began their training.

These large-scale demographic and industry shifts pose new challenges for medical education. At the same time, they create opportunities for innovation-- from curriculum, to space, to educational processes and systems.

As an educator and practitioner, you are uniquely positioned to observe and understand the changing needs and context of your students. Design thinking is a flexible approach that can help you generate creative solutions to the challenges you and your students face and to rapidly test and refine your ideas. This workshop will lead you through the design thinking process, introduce basic tools and methods, and give you an opportunity to apply them to a real-world scenario.

At the end of the session, participants will be able to:

1) Describe design thinking and its key principles

2) Define the stages of the design thinking process

3) Identify tools and methods appropriate for each stage

4) Develop a design thinking approach to solve challenges in their work

Julie Guinn is an innovation manager at the Penn Medicine Center for Health Care Innovation. She brings over 13 years of experience applying design thinking methods to solve complex organizational and systems challenges. Her collaborative, human-centered approach to innovation is founded on a passion for understanding human behavior and a deep belief in the transformative power of design.

Prior to joining the Center, Julie led user experience design and research programs at software and technology companies including Microsoft and Intel. Her project work has spanned consumer, enterprise and public sectors. Most recently, she was a principal researcher at Intuit. She established the design research practice in their personal finance division and led early-stage envisioning projects in their Design Innovation Group. Through Intuit's pioneering Innovation Catalyst program, she also coached and mentored internal and external groups in design thinking, rapid experimentation and human-centered innovation methods.

Julie holds a master's degree in human-centered design from the Institute of Design at the Illinois Institute of Technology and a bachelor's degree in human factors engineering from Tufts University.

Technological Enhancements in the Learning Environment

Instructor: Anthony Frisby, PhD

Date: Friday, September 18, 2015

Time: 1:00 pm – 2:30 pm

Location: 407 Jefferson Alumni Hall

Maximum Enrollment: 100

CME credits: 1.5

Students coming to Jefferson have grown up during a period of incredible advances in information technologies. For them, there has always been an Internet, MP3 digital music, and streaming media. Most will have attended colleges where educational technologies provided a blended approach to learning–that is, where at least part of the classroom experience was replaced with online components. Jefferson's educational programs are also undergoing a significant change in the way they provide instruction as we move to a blended approach and flip what is considered homework and content delivery. This session will present several new educational technologies available at Jefferson to help you organize and deliver your instructional content and to engage our students in meaningful learning exercises in the classroom.

At the end of this session, participants will be able to:

1) Describe how the learning environment is changing to a student-focused experience and what implications this has for the way they teach

2) Identify several different educational technologies available to them for use in the classroom and online

3) Name educational technologies and the support structure at Jefferson (i.e., Where to go? Who to contact for help?)

4) Refer students to the educational technologies support structure at Jefferson

You Decide: What are the Best Methods to Engage Large Groups of Learners

Instructors: George Brainard, PhD; Kathryn Shaffer, RN, EdD; Dimitrios Papanagnou, MD, MPH; Susan Wainwright, PT, PhD; Susan Egger, PhD, MSN, RN; Dorothea Frederick, RN, MSN, CNOR; Amy Szajna, PhD, MSN, RN

Date: Friday, September 18, 2015

Time: 2:30 pm – 4:00 pm

Location: 407 Jefferson Alumni Hall

Maximum Enrollment: 100

CME credits: 1.5

Are you great at facilitating small groups of learners; but at a loss when you're responsible for teaching the masses? Do you get on a podium to start lecturing? Is it even possible to flip the classroom? What are your options?

Lectures work well for some faculty facilitators; but others want a broader toolkit that will prepare them for the different scenarios they may encounter when dealing with large groups of learners. In this session, learn from fellow Jefferson faculty members, who will share their tricks of the trade in engaging large groups of learners.

We will explore the standard lecture; discuss some of the available technologies (i.e., Nearpod, Quizlet, Active Note Taker); and creatively brainstorm best practices for effective instructional methodologies to engage your group of 100 learners or more! And then, we will open the floor to a debate: which is the best strategy? You decide!

At the end of the session, participants will be able to:

1) Identify challenges that faculty members will encounter when teaching large groups of learners

2) Critique various formats of instruction (i.e., lectures, flipped classrooms) when facilitating large groups of learners

3) Identify and discuss various technologies and instructional tools that may help faculty members engage large groups of learners

Active Teaching, Engaging Minds

Instructor: Julie Phillips, PhD
Date: Monday, September 28, 2015
Time: 4:00 pm – 5:00 pm
Location: 200A Scott Building

Date: Tuesday, March 15, 2016
Time: 9:00 am – 10:00 am
Location: 200A Scott Building

Maximum Enrollment: 30
CME credits: 1.0

Active teaching is an umbrella term used to identify a variety of teaching strategies. It includes most anything that students do in a classroom other than passively listening to an instructor's lecture. Research demonstrates active learning improves students' understanding and

retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking. Active learning, however, presents challenges and requires re-thinking the classroom space and traditional roles.

This interactive workshop will:

1) Summarize the impact of active teaching on student learning

2) Demonstrate a handful of active teaching strategies

3) Discuss some challenges to adopting active teaching techniques

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Promoting Interprofessional Collaboration for Students in the Clinical Setting: Part I – Theories and Frameworks

Instructors: Kathryn Shaffer, RN, EdD; Dimitrios Papanagnou, MD
Date: Tuesday, October 6, 2015
Time: 1:00 pm – 2:00 pm
Location: 205 College Building
Maximum Enrollment: 50
CME credits: 1.0

Modeling interprofessional collaboration is an essential skill for all clinical faculty members. Modeling is easy; but getting the team together is often challenging secondary to schedules and logistics. This 90-minute workshop will provide the learner with the theories and framework to help foster interprofessional collaboration in the clinical learning environment and facilitate modeling.

At the end of the session, participants will be able to:

1) Identify the principles of interprofessional education (IPE) and competencies

2) Define the educational theory of TPACK (Technological, Pedagogical, Content, and Knowledge)

3) Apply the principles of interprofessional socialization theory for healthcare students in a clinical setting

Introduction to a Novel Method for Educational Scholarship Dissemination: MedEDPortal

Instructor: Nethra Ankam, MD
Date: Thursday, October 15, 2015
Time: 1:00 pm – 2:00 pm
Location: 208/209 Hamilton Building
Maximum Enrollment: 30
CME credits: 1.0

MedEdPORTAL Publications is a free publication service provided by the Association of American Medical Colleges (AAMC) in partnership with the American Dental Education Association. MedEDPORTAL Publications maintains a rigorous peer review process based on standards used in the scholarly publishing

Curriculum
for Educators (continued)

community. MedEdPORTAL offers educators tutorials, virtual patients, simulation cases, lab guides, video podcasts, assessment tools, and other resources.

At the end of the session, participants will:

1) Identify MedEdPORTAL's suite of services (Publications, iCollaborative, CE Directory)

2) Describe submission standards and posting processes for MedEdPORTAL

3) Review and discuss educational tools pertaining to MedEdPORTAL submissions

4) Demonstrate navigating MedEdPORTAL's live site

The Active Learning Lecture

Instructor: Julie Phillips, PhD
Date: Tuesday, October 20, 2015
Time: 12:00 pm – 1:00 pm
Location: 200A Scott Building

Date: Tuesday, February 2, 2016
Time: 2:30 pm – 4:00 pm
Location: 200A Scott Building

Maximum Enrollment: 30
CME credits: 1.5

The large lecture presents a number of challenges to experienced and novice instructors alike. This workshop explores some of the challenges and assumptions we make about what can or cannot happen in a large lecture; and describes a number of techniques to assist faculty transition from the "sage on the stage" to a "guide on the side."

This interactive workshop will:

1) Describe benefits and challenges associated with a traditional lecture model

2. Explore instructor and student assumptions about large enrollment courses

3. Identify potential engaged learning activities for the large lecture courses

4. Demonstrate a handful of techniques to enhance large lecture courses

From Rough Draft to Publication: A Workshop on Developing your Educational Projects for Publication onto MedEdPORTAL

Instructor: Nethra Ankam, MD
Date: Thursday, November 12, 2015
Time: 1:00 pm – 2:00 pm
Location: Hamilton 216
Maximum Enrollment: 10
CME credits: 1.0

This workshop will introduce strategies to help faculty develop their current educational activities, ideas, and programs into scholarly projects for potential publication onto the AAMC's MedEdPORTAL. Participants will be asked to bring their *rough drafts* (the educational content they would like to see to publication) to the workshop, where they will apply the processes for successful development into scholarly work. Participants will work through real-life examples that will facilitate understanding the processes of clearing a publication from a copyright standpoint, as well as creating an instructor's guide. Registration will be limited to only 10 participants.

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

1) Identify MedEDPortal and distinguish its role in creating an open exchange of health education teaching and assessment resources

2) Describe the MedEdPORTAL's rigorous peer-review processes for successful publication

3) Develop a plan for turning current educational content into educational scholarship

4) Apply processes and strategies for publication to their own work

Collaborative Learning (or How to Survive the Small Group Assignment): For Faculty Members

Instructor: Julie Phillips, PhD
Date: Monday, November 30, 2015
Time: 9:00 am – 10:00 am
Location: 200A Scott Building

Date: Thursday, February 25, 2016
Time: 12:00 pm – 1:00 pm
Location: 200A Scott Building

Maximum Enrollment: 30
CME credits: 1.0

Teamwork and collaboration are essential to professional survival in the 21st century but how often do we help learners develop these competencies? Unfortunately, small group projects and learning invoke anxiety in faculty and students alike. This workshop examines the professional and intellectual rewards of a well-designed collaborative learning experiment and provides some guidelines for successful implementation of small group assignments.

The workshop will:

1) Explore the benefits of collaborative learning

2) Identify barriers to adopting group learning assignments

3) Describe best practices for implementing small group learning assignments

Promoting Interprofessional Collaboration for Students in the Clinical Setting: Part II – Technology and Application

Instructors: Kathryn Shaffer, RN, EdD, Dimitrios Papanagnou, MD, MPH,
Date: Tuesday, December 8, 2015
Time: 1:00 pm – 2:00 pm
Location: 101 Bluemle
Maximum Enrollment: 100
CME credits: 1.0

This workshop will build on theories and principles of interprofessional education (IPE) discussed in Part 1 of this series. But don't worry if you didn't attend the session

in October – because there will be a recap! Modeling interprofessional collaboration is an essential skill for all clinical faculty members. Modeling is easy; but getting the team together is often challenging secondary to schedules and logistics. This 90-minute workshop will provide the learner with the tools and technology needed to help foster interprofessional collaboration in the clinical learning environment and facilitate modeling.

At the end of the session, participants will be able to:

1) Define IPE and cite resources for faculty members

2) Apply principles of IPE to develop interprofessional opportunities in clinical settings for healthcare students

3) Apply technology in the clinical setting to promote collaboration among students

Volunteer Faculty Appreciation Day: Teaching for Quality and Patient Safety

Leveraging Diversity to Create Learner-Centered Experiences

Instructor: Margot Savoy, MD, MPH, FAAFP, FABC, CPE*

Date: Wednesday, February 3, 2016

Time: 9:00 am – 12:00 pm

Location: TBD

Maximum Enrollment: 100

CME credits: 3.0

Diversity within today's healthcare educational system extends beyond our traditional understanding of national origin, primary language, religion, social status, and age to include areas like learning and communication styles and disciplines. This interactive workshop combines didactic, small group and individual exercises to review common areas of diversity among learners, discuss ways to use those diverse strengths to enhance learning experiences, and will even challenge the participant to apply

the knowledge 'in real time' to enhance a sample teaching exercise.

During the workshop, diversity will be defined, and the case for diversity in healthcare education will be made. There will be a discussion on integrating diversity in the learning experiences in healthcare education. Participants will also be able to conceptualize how diversity could be applied into their respective learning contexts.

Learners participating in this session will:

1) Identify common types of diversity seen among our learners including generational differences, social status and communication styles

2) Name 3 methods for integrating diversity deliberately in learning experiences (lectures, workshops)

3) Apply at least 1 method of diversity integration to enhance a sample teaching exercise

* Margot Savoy, M.D., MPH, FAAFP, graduated from the University of Maryland, College Park, with a Bachelor of Science in neurobiology and physiology before obtaining her medical degree at the University of Maryland, Baltimore. She completed her residency at the Crozer-Keystone Family Medicine Residency Program. After residency she completed a primary care faculty development fellowship at Michigan State University and earned a master's degree in public health from the University of North Carolina at Chapel Hill.

Her role as medical director of the family medicine centers at Christiana Care allows her to combine her interests in quality improvement, patient-centered care, evidence-based medicine and leadership development. In addition to seeing patients at the Foulk Road office, Dr. Savoy sees patients at the Wilmington Job Corps Center, Juvenile Detention Centers and school-based health centers, and she rounds on inpatients at Wilmington Hospital. She also enjoys teaching and developing new curricula for the residents and medical students.

In her free time, Dr. Savoy spends her time playing with her dog Kayla, photographing her travels and rooting for the Maryland Terrapins.

Listening Style as a Vehicle to Develop Empathy and Social Intelligence in Health Providers

Instructor: Dimitrios Papanagnou, MD, MPH

Date: Wednesday, February 3, 2016

Time: 1:00 pm – 3:00 pm

Location: TBD

Maximum Enrollment: 100

CME credits: 2.0

Social intelligence (SQ) is of utmost importance in healthcare settings. Whether it's interacting with patients and their families, or working with interprofessional, multidisciplinary teams, SQ is essential for successful outcomes. SQ ties into empathy; and healthcare professionals are expected to be display an empathic bedside manner. Unfortunately, formalized, robust training programs in SQ do not exist in the context of healthcare education.

This workshop will help faculty members in their instruction of social intelligence in their learners; and will focus on their learners' development into empathic clinicians via a novel vehicle: *listening style*. The workshop will use the *Personal Listening Profile (PLP)* as a vehicle for reflection on clinical practice. Specifically, the workshop will use faculty members' PLP profile as a way to critically reflect on their social intelligence as they work on understanding and developing empathy.

Time will be spent on: a) defining *empathic accuracy* and *attunement*; b) correlating these SQ competencies with listening approaches and listening styles; and c) applying concepts to bedside clinical skills (namely, the medical interview with the patient). While the workshop is focused on the faculty member as the learner, it will have the potential to ultimately impact students, residents, and health trainees across the Thomas Jefferson University.

Learners participating in this session will:

1) Define social intelligence and identify key SQ concepts (with a particular emphasis on attunement and *empathic accuracy*)

Curriculum
for Educators (continued)

2) Relate how social intelligence is tied to bedside manner, empathy, and the ACGME core competencies for medical education

3) Apply personal listening approaches (and the PLP assessment) to explore empathy-building during the patient interview and patient encounter

4) Formulate a plan for developing one's empathic listening skills (part of one's bedside manner) through the ORID framework

Instructional Technology Courses at the Center for Teaching and Learning

Blackboard Learn: Essentials

Instructor: Edward Everett
Date: Thursday, August 27, 2015
Time: 10:00 am – 11:30 am
Location: 307 (PC Lab) Scott Building

Date: Thursday, January 21, 2016
Time: 10:00 am – 11:30 am
Location: 307 (PC Lab) Scott Building
CME credits: 1.5

Blackboard Learn is the course management system of the entire Jefferson campus. Essentials focus on the basic features of Blackboard giving faculty the tools to build a course in Blackboard Learn. This session is recommended for all faculty and organizational leaders new to Blackboard.

After completing the session, participants will be able to:

1) Describe the function, purpose and access rights to the Content Collection (file management system)

2) Identify steps to create and deploy Exams & Surveys in Blackboard

3) Create and maintain a record of assessments in Grade Center

4) Use Blackboard's Communication Tools

Nearpod Audience Response System

Instructor: Edward Everett
Date: Tuesday, September 1, 2015
Time: 10:00 am – 11:00 am
Location: 306 (Mac Lab) Scott Building

Date: Tuesday, January 19, 2016
Time: 10:00 am – 11:00 am
Location: 306 (Mac Lab) Scott Building
CME credits: 1.0

Nearpod is the CTL's new audience response system that allows instructors to share content and assessments in real time with students using their personal and mobile devices. Push quizzes, polls, videos, web links, slide shows, and homework to your students easily in a manner and appealing multi-media platform that keeps students engaged and active.

Participants will learn how to:
1) Create a Nearpod slideshow
2) Add activity slides such as Quizzes/Polls
3) Collect and analyze Nearpod data
4) Deploy a Nearpod for synchronous (live) or asynchronous (homework) sessions

Peer and Self-Assessments

Instructors: Ivy Tan
Date: Thursday, September 10, 2015
Time: 1:00 pm – 2:00 pm
Location: M-13A (PC Lab) Jefferson Alumni Hall
CME credits: 1.0

Peer assessment is a powerful way to engage students in the assessment process. It encourages students to learn from one another. It is particularly useful in small groups as it encourages students to think about their contribution to the group and gain deeper understanding of assessment criteria and learning outcomes. Students become better team players.

Workshop participants will be encouraged to share experiences, opinions and ideas about peer evaluation. This workshop is suitable for instructors who are new to peer assessment as well as those who are experienced with this form of assessment.

Participants of this workshop will be able to:

- Identify various ways to conduct self and peer assessment
- Discuss *how, why, and when* to assess oneself and his/her self and peers
- Self and peer assessment in small group settings
- Relate rubrics (i.e., assessment criteria) for both self and peer evaluations
- Apply LMS Software to support self and peer assessment.

ExamSoft Basics

Instructor: Kathy Day
Date: Tuesday, September 15, 2015
Time: 9:00 am – 10:30 am
Location: 307 (PC Lab) Scott Building

The CTL Reading Club is an opportunity to discuss the trends and research related to the practice of teaching and learning with like-minded peers from the Jefferson community. The goal is to promote professional development, discussion, and reflection while forming a network of like-minded peers.

By focusing on articles, chapters, and excerpts from publications rather than an entire text, participants may attend sessions that pique interest or curiosity or all. The reading group will meet on the third Wednesday of the month beginning in September through May.

Interested parties should contact Dr. Julie Phillips (julie.phillips@jefferson.edu) for the reading list.

The Learning Teacher – Reading Group

Instructor: Julie Phillips, PhD

Dates: September 16, 2015; October 21, 2015; November 18, 2015; December 16, 2015; January 20, 2016; February 17, 2016; March 16, 2016; April 20, 2016; and May 18, 2016

Time: 4:00 pm – 5:00 pm

Location: 200A Scott Building

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Rubrics: Improve Your Grading Efficiency and Reliability

Instructor: Kathy Day

Date: Thursday, September 24, 2015

Time: 1:00 pm – 2:30 pm

Location: 200A Scott Building

CME credits: 1.5

For years faculty have used rubrics to grade their written assignments. Now, Blackboard allows you to associate scoring rubrics for both your assignments and discussion boards. If you're not convinced of the value of rubrics, come to this workshop to see how scoring rubrics can improve your grading efficiency and reliability.

Participants of this workshop will be able to:

- Define scoring rubrics and describe when they should be used
- Discuss how to effectively create, copy and edit a rubric
- Apply rubrics to class assignments, discussions, and grading
- Identify methods to easily import and export rubrics

Improving Assessment with ExamSoft

Instructor: Kathleen Day

Date: Thursday, October 1, 2015

Time: 9:00 am – 10:00 am

Location: Room 307 (PC Lab) Scott Building

CME credits: 1.0

ExamSoft is not just a secure delivery solution – it has the potential to improve teaching and learning exponentially! This workshop, which focuses on the feedback and analysis features of ExamSoft, is essential for item writers, course faculty, and administration.

Participants of this workshop will be able to:

- Define curricular goals and objectives using ExamSoft
- Apply ExamSoft for student advising, remediation, and the creation of student feedback reports
- Discuss how ExamSoft can promote self-directed learning

Prezi

Instructor: Ivy Tan

Date: Thursday, October 15, 2015

Time: 1:00 pm – 2:30 am

Location: M-13A (PC Lab) Jefferson Alumni Hall

CME credits: 1.5

Prezi is a popular cloud-based presentation software. This hands-on workshop teaches participants how to make engaging and effective presentations using Prezi software. It will also inform participants about TJU's privacy and confidentiality policy concerning the use of such cloud-based software.

Session notes will be available. This workshop is suitable for both faculty and administrative staff.

Participants of this workshop will be able to:

- Create a "student" and "teacher" Prezi account
- Create a Prezi presentation using the following features:
  - Canvas, templates, paths and frames
  - Adding, deleting, moving frames
  - Adding, deleting and changing paths
- Save, share, and download a Prezi in both online and PDF formats
- Collaborate with co-presenters in creating Prezi presentations

Blackboard Learn: Grade Center

Instructors: Kathleen Day

Dates: Thursday, November 5, 2015

Time: 1:00 pm – 2:00 pm

Location: M-13A (PC Lab) Jefferson Alumni Hall

CME credits: 1.0

Do you write exactly 50 test questions so they can each be worth 2 points? Does the Blackboard Grade Center make you uncomfortable? Attend this workshop to improve your comfort level and learn a few new features that have the potential to save you lots of time.

Participants of this workshop will be able to:

- Identify Grade Center as a resource for student assessments
- Discuss Grade Center functions
- Apply Grade Schema to report letter grades

Curriculum
for Educators (continued)

Student Electronic Portfolios

Instructors: Ivy Tan and Juan Leon
Date: Monday, November 16, 2015
Time: 1:00 pm – 2:00 pm
Location: 307 (PC Lab) Scott Building
CME credits: 1.0

Electronic Portfolios have gained prominence in higher education, more and more programs require students to put together a portfolio as partial fulfillment of criteria for graduation. Student portfolios have been used in program planning, student assessment, career planning, and accreditation processes. It is important to gain a better understanding of e-Portfolios; their uses, challenges and potentials.

Workshop participants will be encouraged to share experiences, opinions and ideas about the usefulness and value of student electronic portfolios. This workshop is suitable for people interested in e-Portfolios with or without experience in this area.

Participants of this workshop will be able to:

- Define different types of e-portfolios (i.e., student, teaching and institutional)
- Identify e-portfolio templates (including artifacts list and reflections)
- Apply software to successfully create e-portfolios
- Discuss long-term sustainability of e-portfolio adoption

Introducing iCE (Interactive Curricula Experience) to Your Course

Instructor: CTL Staff
Date: Tuesday, December 1, 2015
Time: 9:00 am – 10:30 am
Location: 307 (PC Lab) Scott Building
Date: Monday, December 14, 2015
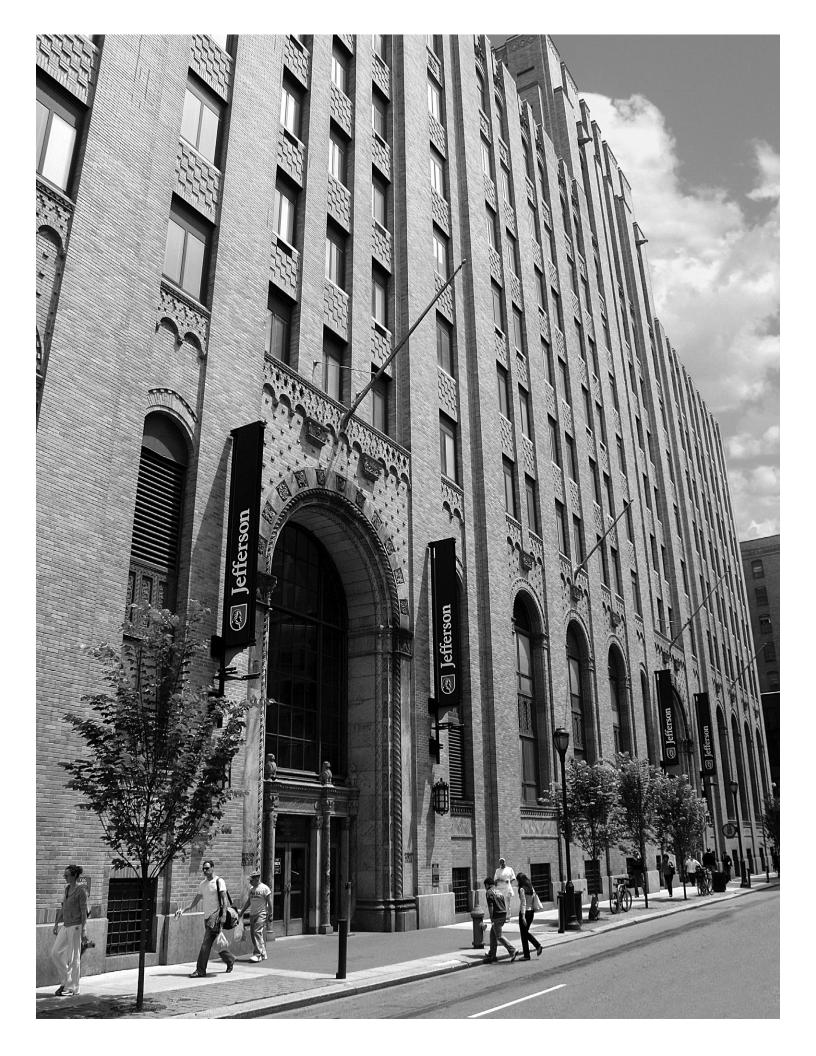**Time:** 1:00 pm – 2:30 pm
Location: 307 (PC Lab) Scott Building
CME credits: 1.5

The Center for Teaching & Learning presents iCE: interactive Curricula Experience Platform & App. A web-based platform and iPad app, iCE delivers faculty-generated content directly to students' iPads, laptops or desktops for a connected learning experience.

Making use of shared resources, the iCE Builder allows faculty to package multiple learning Objects for direct distribution to students' devices. The iCE App's display helps students and faculty connect learning Objects to topics and Topics to Modules. These course building blocks (Objects, Topics and Modules), and the iCE search engine, also assist learners to make connections.

This new learning initiative makes collaboration and active learning much more accessible to the Jefferson community and may help inspire different approaches to teaching and learning across the university. Faculty wishing to learn more or to adopt this interactive technology for storing, sharing and organizing instructional content must attend one of the iCE workshops. The workshop introduces the iCE Builder interface and student app, so faculty may begin building a course in iCE.

In this workshop, participants will:

- Develop iCE content, beginning with *objects* (i.e., images, video clips, and other course artifacts)
- Organize *objects* into *topics* on the iCE platform
- Create *modules* for iCE courses using both self-developed and shared content
- List the steps to incorporate iCE into your course

Curriculum for Researchers and Scholars

Intellectual Property and Innovation at Thomas Jefferson University: A Three-Part Series

Regardless of your role at Jefferson, innovation applies to you. From education to research; from the basic sciences to the clinical sciences: innovation has the potential to impact all facets of our work at Jefferson.

Do you want to learn of all the exciting developments that have emerged from innovation at Jefferson? Do you want to add innovation to your educational repertoire? Would you like to learn more about how you can get bring innovation into you work as a Jefferson faculty member? If you answered yes to any of the aforementioned questions, then this workshop is exactly for you.

Over the course of three sessions, Robin Sheldon, Vice President of Innovations Management and Innovation Programs, will provide an overview on innovation and the role of intellectual property (IP). Time will be spent on discussing how both innovation and IP have the potential to impact the work, research, and ideas of faculty members at Thomas Jefferson University (TJU).

IP + Innovation Session #1: Innovation and Intellectual Property – The Basics

Instructor: Robin Sheldon, JD
Date: Tuesday, September 15, 2015
Time: 9:00 am – 10:00 am
Location: Jefferson Accelerator Zone (JAZ), 137 S. 10th Street
Maximum Enrollment: 50
CME credits: 1.0

Following this session, participants will be able to:

1) Identify the various types of intellectual property and how they can impact both education and healthcare
2) Describe the legal, financial, and business risks associated with innovation

IP + Innovation Session #2: Innovation and Research – Confidentiality, Patents, and Publications

Instructor: Robin Sheldon, JD
Date: Tuesday, October 13, 2015
Time: 9:00 am – 10:00 am
Location: Jefferson Accelerator Zone (JAZ), 137 S. 10th Street
Maximum Enrollment: 50
CME credits: 1.0

Following this session, participants will be able to:

1) Identify when the "ordinary course of business" may impact the patentability of an invention for the benefit of education in the health sciences and/or quality of care
2) Describe the basics of a confidentiality agreement (i.e., what it protects and what it does not)
3) Discuss how to balance the openness of innovation against closed requirements of patent law

IP + Innovation Session #3: A Deeper Dive Into Patents – Trade Secrets and Copyrights

Instructor: Robin Sheldon, JD
Date: Tuesday, November 10, 2015
Time: 9:00 am – 10:00 am
Location: Jefferson Accelerator Zone (JAZ), 137 S. 10th Street
Maximum Enrollment: 50
CME credits: 1.0

Following this session, participants will be able to:

1) Relate how patent law evolves, and analyze recent Supreme Court decisions
2) Describe how copyright and trade secrets can boost innovation in education and healthcare
3) Discuss how patents are filed, prosecuted, granted . . . and then challenged

Clinical Trials 101: How to Participate in Clinical Trials and How the JCRI Can Help You

Instructors: Kathy O'Malley, Walter Kraft, MD, David Whellan, MD
Date: Tuesday, September 22, 2015
Time: 12:00 pm – 1:30 pm
Location: 224/225 Hamilton Building
Maximum Enrollment: 30
CME credits: 1.5

Getting started and being successful as a clinical researcher can be difficult, whether it is your first time or tenth time. Understanding all the pieces that need to come together and what to be on the lookout for are critical to completing the project with quality data and without a deficit. Participants in this session will learn each step in initiating and maintaining a clinical trial. Investigator responsibilities for the proper conduct of clinical research will be outlined from an operational and regulatory perspective. Services provided by the Jefferson Clinical Research Institute to faculty will be described as well as the step by step process of how to gain access to these services.

Following this session, participants will be able to:

1) Describe the steps required before working with an industry sponsor
2) Describe the steps prior to enrolling your first subject
3) Describe the steps once you have enrolled your first subject

Key Steps in Writing and Publishing Your Manuscript

Instructor: Jennifer Fisher Wilson, MS*
Date: Wednesday, October 7, 2015
Time: 12:00 pm – 1:00 pm
Location: Room 200 A, Scott Building
Maximum Enrollment: 20
CME credits: 1.0

Interested in learning more about scientific writing? Want to gain a better understanding on how to submit the manuscript you're working on? Are you finally ready to dive into the anatomy of

the manuscript? Then make sure not to miss this workshop!

This presentation provides advice on how to be more organized and less overwhelmed when you write your next manuscript. It also focuses on key elements of manuscript writing, with a focus on engaging an editor's attention.

Upon completion of this session, participants will:

1) List the key points to keep in mind when starting a manuscript
2) Identify the parts of the manuscript readers are most likely to see and common methods for improving them
3) Apply a systematic approach to writing the body of a paper

Jennifer Fisher Wilson is the medical writer and editor at the new Jefferson Writing Center. Before joining Jefferson, Jennifer spent 12 years as a writer and editor for Annals of Internal Medicine.

5 Habits of Successful Writers . . . and Ways to Foster them in Your Writing

Instructor: Jennifer Fisher Wilson, MS
Date: Wednesday, November 11, 2015
Time: 12:00 pm – 1:00 pm
Location: Room 200A, Scott Building
Maximum Enrollment: 50
CME credits: 1.0

Few of us ever learn how to write with consistency and fluency, and yet being able to do so can mean the difference between being a highly regarded researcher and one who is overlooked. Studies have shown that successful writers practice specific habits that help them flourish and make the process of writing less mysterious. No matter what you're writing, this workshop will focus on these habits and provide practical advice for fostering them in your own writing.

Upon completion of this session, participants will:

1) Define the five habits of successful writers
2) Describe how the writing process can be improved

3) Relate practical ways to integrate these habits to achieve individual writing goals

Asking the Right Question: How to Turn a Clinical Dilemma or Observation into a Sound Research Question

Instructor: David Whellan, MD, Mouneer Odeh, and Library Staff
Date: November 17, 2015
Time: 12:00 pm – 1:30 pm
Location: TBD
Maximum Enrollment: 100
CME credits: 0.75

As a clinician, you have the opportunity to apply evidence-based medicine while caring for your patients; but many times, the evidence isn't there! This session will explore how to build the foundation of a research application.

Time will be spent on discussing how to conduct a productive and focused (yet thorough) literature search. Possible funding agencies will be explored. We will also examine how to evaluate the current state of evidence using library resources, and explore databases that are available to explore hypotheses.

Following this session, participants will be able to:

1) Describe how to perform a thorough literature search
2) Identify database resources at Jefferson and how to access them
3) Relate pitfalls in developing a research concept

From Concept to Submission: Tips to Get Your Grant off the Ground

Instructor: TBD
Date: January 12, 2016
Time: 12:00 pm – 1:30 pm
Location: TBD
Maximum Enrollment: 100
CME credits: 0.75

You have a great idea for a study, but you're not sure how to get funding to support your work. Putting together

an investigator-initiated study can be a daunting task. Issues getting your study off the ground (i.e., identifying a potential funding source, formatting, budgets, budget justification and biosketches) make it seem impossible. This team of experienced grant and proposal writers will provide you with some basic tips on how to get started, and provide you with critical resources for you to apply towards your next proposal – no matter what grant you're preparing for.

Following this session, participants will be able to:

1) Define the basic format of NIH grants and biosketches
2) Discuss where to find funding opportunities
3) Describe the process for a proposal submission to NIH, foundation or industry

Philanthropy 101: Philanthropic Support of Your Research at Thomas Jefferson University

Instructor: Elizabeth Dale, Executive Vice President for Institutional Advancement
Date: May 12, 2016
Time: 9:00 am – 10:30 am
Location: TBD
Maximum Enrollment: 100

This session is geared towards faculty members who want to learn more about philanthropy at Thomas Jefferson University (TJU). Participants will learn how to work with institutional advancement officers to engage donors and foundations to support their research and work.

Discussions will focus on foundations and endowments, and how philanthropic support could potentially intersect with faculty members' work at TJU. Participants will also learn how to effectively describe the potential impact and significance of their research to optimally leverage financial support of their work.

Curriculum for
Researchers and Scholars (continued)

Following this session, participants will be able to:

1) Describe the importance of philanthropic and donor support in your research
2) Identify available resources in Jefferson's Office of institutional Advancement
3) Relate the impact of donor motivations and faculty participation in the philanthropic enterprise at Jefferson

Academic Research and Library Tools

Bibliographic Management: Introduction to Mendeley

Instructor: Paul Hunter
Date: By request
Time: 60 minutes
Location: Office Consultation (call 215-503-2826 or e-mail paul.hunter@jefferson.edu to schedule)

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 215-503-2825 or e-mail daniel.kipnis@jefferson.edu to schedule)

Stop typing out your bibliographies. Sign up for this workshop to become acquainted with how to use RefWorks for the first time. More than 7,500 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

Instructor: Dan Kipnis
Date: By request
Time: 3 hours
Location: Office Consultation (call 215-503-2825 or e-mail daniel.kipnis@jefferson.edu to schedule)

This 3-hour 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. This workshop can be customized to your needs and your availability.

e-books at Jefferson

Instructor: Dan Kipnis
Date: By request
Time: 20 minutes
Location: Office Consultation (call 215-503-2825 or e-mail daniel.kipnis@jefferson.edu to schedule)

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 access the over-2000 e-books available from the Scott Memorial Library.

Finding Quality Images

Instructor: Paul Hunter
Date: By request
Time: 30 minutes
Location: Office Consultation (call 215-503-2825 or e-mail paul.hunter@jefferson.edu to schedule)

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 215-503-2825 or e-mail gary.kaplan@jefferson.edu to schedule)

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 OVIDSP

Instructor: Dan Kipnis
Date: By request
Time: 30 minutes
Location: Office Consultation (call 215-503-2825 or e-mail daniel.kipnis@jefferson.edu to schedule)

This workshop is designed for all Jeffersonians who want to hone their searching skills in OVIDSP, specifically MEDLINE. 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 the Scott Memorial Library website
- Personal accounts
- 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 215-503-2825 or e-mail
daniel.kipnis@jefferson.edu to schedule)

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 Scott Memorial Library electronic journals), My NCBI (store and retrieve search strategies and establish search filters), Clipboard, Limits, 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

Systematic Reviews

Instructor: Pat Wynne

Date: By request

Time: 45 minutes

Location: Office Consultation
(call 215-503-2825 or e-mail
patricia.wynne@jefferson.edu to schedule)

The librarians at Scott Library are available to guide you through the process of

developing a systematic review of the literature. Due to limited size of this group, they do not perform searches, but can consult with you on the following:

- Development of an effective research question
- Discuss search term selection
- Recommend databases to include in the search
- Review search strategies
- Provide instruction on advanced database searching techniques
- Provide instruction on the use of citation management software (i.e., creating RefWorks databases, etc.) for organizing retrieved references

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

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: Office Consultation
(call 215-503-2825 or e-mail
daniel.kipnis@jefferson.edu to schedule)

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 9,000 different archived assets, 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. Use the JDC as a university press and publish your department newsletters or create a new journal. The JDC is free to all Jeffersonians. Learn more about JDC by accessing quarterly reports:
http://jdc.jefferson.edu/jdcreports/

Twitter for Beginners

Instructor: Dan Kipnis

Date: By request

Time: 45 minutes

Location: Office Consultation
(call 215-503-2825 or e-mail
daniel.kipnis@jefferson.edu to schedule)

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). 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.

Finding Health Information for Your Patients

Instructor: Dan Kipnis

Date: By request

Time: 30 minutes

Location: Office Consultation
(call 215-503-2825 or e-mail
daniel.kipnis@jefferson.edu to schedule)

Patients are armed with a plethora of medical information from the Internet. This consultation will guide you to trusted web sites for your patients.

This session can be catered to specific departments.

Online Self-Directed Tutorials:

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.

Curriculum for Leadership and Professional Development

SKMC 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

Dates: Wednesdays, September 30, 2015, February 17, 2016

Time: 4:00 pm – 5:00 pm

Location: Room 119 College (Diversity Conference Room 126)

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

Date: Wednesdays: September 30, October 7, October 14, November 4, December 2, and December 9, 2015

Time: 8:00 am – 9:00 am

Location: Room 119 College (Diversity Conference Room 126)

Maximum Enrollment: 30

CME credits: 1.0

This six 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) Next Steps: What got you here won't get you there

5) Basic Time Management Strategies (session will begin at 7:30am)
7) Identifying Resources to support your research and scholarship (Gary Kaplan)

SKMC 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 1, 2015

Date: Wednesday, February 17, 2016

Time: 12:00 pm – 1:00 pm

Location: Room 119 College (Diversity Conference Room 126)

Maximum Enrollment: 20

This workshop will review the tracks and guidelines for appointment and promotion at SKMC. Criteria for promotion within the Academic Investigator Track and the Research Track will be discussed. Requirements for documenting an educational portfolio will also be described.

Strategic Career Planning: Learning to Say *NO* While Preparing to Say *YES*

Instructor: Laura Schweitzer, PhD*

Date: Monday, October 19, 2015

Time: 10:00 am – 11:30 am

Location: TBD

Maximum Enrollment: 100

CME credits: 1.5

This session is geared toward junior women faculty (and post-docs). Often junior faculty, (especially women) are asked to carry a large service load and while being good citizens, these loads can compromise their career progress and promotion and tenure success. The session challenges junior faculty to define a strategic direction for their career and to use that definition as a compass when considering whether to say yes or no to new obligations.

Following this session, participants will be able to:

1) Discuss the use of '*A History of Your Future*' – a strategic career planning tool
2) Relate the need to make conscious, intentional, and strategic decisions with regards to the career choices you face
3) Acquire an understanding of how natural tendencies can undermine your career

My Road to the College Presidency: Transferrable Skills and Lessons Learned

Instructor: Laura Schweitzer, PhD*

Date: Monday, October 19, 2015

Time: 1:30 pm – 3:00 pm

Location: TBD

Maximum Enrollment: 100

CME credits: 1.5

This session is geared toward senior women faculty (i.e., Associate Professors, Full Professors). Stepping through her career from Assistant Professor to College President, Dr. Laura Schweitzer talks about lessons learned and skills acquired, and how those skills are cumulative and transferable to each new challenge. A theme of weathering change is interwoven into each career step.

Following this session, participants will:

1) Recognize how basic skills acquired in laboratories, clinics, and classrooms are transferable to new challenges as your career progresses
2) Participate in a guided, frank discussion of leadership challenges with your peers

* Dr. Laura Schweitzer became president of Union Graduate College in January, 2009, where she also directs a development institute for regional non-profit leaders. Just before coming to Union Graduate College, she served as Chief Academic Officer of Bassett Healthcare and Founding Regional Dean of the Cooperstown medical school campus which serves both Albany Medical College and Columbia University. Schweitzer pioneered creation of this new two-year medical campus, designed to respond to the dangerous physician shortage in rural New

York. Prior to that assignment, she served simultaneously as Vice President for Academic Affairs/SUNY Upstate Medical University and Vice Provost/Syracuse University.

Considered an expert on faculty development, strategic career planning, and effective change management in higher education, Schweitzer has spoken nationally on these and related topics. After a long career in various administrative roles at the University of Louisville including as Associate Vice President/Health Sciences and deans of both Allied Health and Medicine, in 2003, Dr. Schweitzer received the University of Louisville's Diversity and Equity Award. In 2008, she received the Women in Medicine Leadership Development Award, and then in 2013 the Faculty Affairs (Carole Bland) Award, both national honors of the Association of American Medical Colleges.

Dr. Schweitzer now serves on the external advisory committee for a National Science Foundation's ADVANCE Institutional Transformation Program – as well as locally as a Governor's appointee to the Capital Region Economic Development Council (CREDC). She is Co-Chair of the New York State Capital Region Leaders' Forum and Vice Chair the Council for Economic Growth (CEG) Board (and Chair of its Workforce Development and Education Task Force). She continues her work in healthcare through her involvement with the Ellis Medicine (community hospital) Board, where she serves on the Executive Committee.

Unconscious Bias: How Does it Affect Your Work and Life?

Instructor: Bernie Lopez, MD
Date: Tuesday, November 10, 2015
Time: 12:00 pm – 1:30 pm
Location: 218 Curtis

Date: Thursday, March 17, 2016
Time: 4:00 pm – 5:30 pm
Location: TBD

Maximum Enrollment: 100
CME credits: 1.5

This 90-minute session will introduce faculty members to unconscious bias in the workplace and in life. Time will be

spent understanding the neuroanatomic basis of unconscious bias. Participants will them have the chance to discuss steps they may take to lessen its effects on their daily interactions.

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
3) Recommend changes to behavior that minimize that impact of bias in their work and workplace

Simenhoff Lecture on Professionalism: "Your Patient Experience"

Instructor: James Merlino, MD*
Date: Thursday, December 3, 2015
Time: 7:00 am – 8:00 am
Location: Connelly Auditorium, 1st Floor Hamilton Building
Maximum Enrollment: 200
CME credits: 1.0

The session will introduce faculty to professionalism and the patient experience. Time will be spent discussing how professionalism can be incorporated into the patient experience.

Following this session, participants will be able to:

1) Describe the current healthcare environment and its impact on physicians
2) Define the patient experience and the elements of an improvement strategy
3) Relate the physician's role in the patient experience and its link to professionalism

* Dr. James Merlino joined Press Ganey as President and Chief Medical Officer of the Strategic Consulting Division in 2015. As an accomplished surgeon and industry leader in improving the patient experience, Jim draws from more than two decades of health care experience to oversee Press Ganey's

consultancy division. Under his leadership, the consultancy team helps providers improve the delivery of safe, high-quality care in a patient-centered environment.

Prior to joining Press Ganey, Jim served as chief experience officer and associate chief of staff at the Cleveland Clinic health system, as well as a practicing staff colorectal surgeon at the organization's Digestive Disease Institute. At Cleveland Clinic, Jim was responsible for leading strategic programs to improve the patient experience across the system. He spearheaded numerous groundbreaking initiatives to ensure the highest standards for patient care, improve patient access and referring physician relations. He championed organizational cultural alignment around the patient as a key component of patient-centered care.

Previously, Jim practiced at the MetroHealth System, one of the largest safety-net hospitals in the country. There, he was involved in several quality initiatives, including implementing care paths for the management of complex colorectal surgery patients and advocating for the implementation of the American College of Surgeons NSQIP program to the organization.

Jim is actively involved in many industry organizations and non-profits dedicated to improving patient care. He is the founder and current president of the Association for Patient Experience, a nonprofit organization committed to enhancing the clinical, physical and emotional health care environment. Jim is also a founding executive council member of the Institute for Innovation, a nonprofit research collaborative dedicated to advancing the science of improving patient care and performance.

Recognized as an expert in improving the patient experience, Jim is frequently invited to speak on strategies to redefine care around the needs of the patient, and has developed and led patient experience programming around the world. In 2013, Jim was named to HealthLeaders magazine's list of "20 people who make healthcare better." He has been widely published in academic papers, and in 2014, released his first book, "Service Fanatics: How to Build Superior Patient Experience the Cleveland Clinic Way."

Jim holds a bachelor's degree in business administration from Baldwin-Wallace

Curriculum for
Leadership and Professional Development (continued)

College and a medical degree from Case Western Reserve University School of Medicine. Board certified in general and colorectal surgery, Jim completed his general surgery training at University Hospitals of Cleveland and his colorectal surgery fellowship at Cleveland Clinic. During his residency, he took a two-year research sabbatical to complete an AHRQ funded research fellowship in Health Services Research.

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

Instructor: Karen Novielli, MD

Date: Monday, January 11, 2016

Time: 4:00 pm – 5:00 pm

Location: Room 119 College (Diversity Conference Room 126)

Maximum Enrollment: 30

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.

Constructing your Promotion Portfolio: Tips and Strategies

Instructor: Karen Novielli, MD

Date: Tuesday, January 26, 2016

Time: 4:00 pm – 5:00 pm

Location: Room 119 College (Diversity Conference Room 126)

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.

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

Instructor: Karen Novielli, MD

Date: Wednesday, February 10, 2016

Time: 3:00 pm – 5:00 pm

Location: Room 119 College (Diversity Conference Room 126)

Maximum Enrollment: 30

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.

Jefferson Human Resources Leadership Program Offerings:

Faculty should consider the New Leader Fundamental and Transformative Leadership programs if they have a management role in the organization or if they have direct responsibility for the management of employees.

New Leader Fundamentals

An initial orientation for newly hired or promoted leaders at Jefferson, designed to accelerate transition to the supervisory role. Leaders gain an overview of the policies, procedures and organizational expectations of supervisors at Jefferson, and take away a comprehensive resource guide.

This 4-week program (participants attend ½ day /week) is taught by subject matter experts from across Jefferson, and runs four times during the year.

Topics include:

Employee Engagement; Lean Six Sigma Introduction; PeopleSoft; Compensation; HR Policies and Procedures; Performance Management; Supply Chain; Absence Management; Employee Selection

Registration is through HealthStream.

Transformative Leadership

In a world where healthcare and higher education are undergoing radical change, supervisors need new skill sets to ensure that they can drive organizational performance and feel fulfilled in their roles. This program is designed to empower Jefferson's leaders to achieve optimal results while enhancing their own sense of purpose and control in the work environment. The program includes leadership best practices, taught within the framework of Jefferson's leadership competencies and iSCORE values.

This comprehensive 8-week program (participants attend ½ day/week) runs six times during the year. The course includes out-of-class assignments and action learning. Participants will complete reading assignments on leadership, a DISC personality assessment, on the job assignments and discussions with their supervisors; and will have the opportunity to build system wide relationships within their cohort group.

The program is open to all supervisors and above. New leaders should attend New Leader Fundamentals prior to attending this program. Modules include the following: Transformative Leadership for Changing Times; The Business of Healthcare; Winning the War for Talent; Achieving Results through Accountability; Managing a Diverse Workforce; Leading Change;The Voice of Leadership; Maximizing Leadership Impact

Transformative Leadership is taught by Jefferson's subject matter experts and leaders (including the TJU and TJUH CFO's, the CHRO, the VP's of HR for both TJU and TJUH and others)

Registration is through HealthStream.

Faculty should consider applying for the Leadership Academy if they currently have a defined senior leadership role within Jefferson or if they have been identified by their Chair or other member of the senior leadership team as an aspiring leader.

Leadership Academy

As we transform to become One Jefferson, we need senior leaders who are change agents working collaboratively to drive our new business strategy.

To do this we've created the Jefferson Leadership Academy, an intensive 10-month program that will provide a select group of faculty and administrative leaders with the skills and the opportunity to significantly impact the future of Jefferson.

This annual program is available by application to a select 30 person cohort group. Participants must be at the level of Associate Professor or above (or comparable role) and submit an application, a supervisor recommendation, and commit to participating fully in the program, executive coaching and a project. There are 12 full-day sessions that run from October through June approximately every 3 weeks. Applications are due in June to be considered for the following year's program.

Facilitators include Dr. Stephen Klasko, members of the Jefferson Executive Leadership Team and regional thought leaders.

Modules include the following:

1. **The State of Healthcare and the Leadership Imperative**
   The current state of healthcare and its implications for Jefferson, including CLER Standards, Quality and Safety and Disruptive Partnerships; an overview of Population Health

2. **The Business of Healthcare**
   An overview of Jefferson's finances; computerized simulation of running a health system using Jefferson's data

3. **Leading Change**
   Leading Systems of Change; Lean Essentials

4. **Developing a Powerful Leadership Style**
   Stakeholder mapping; Crucial conversations and coaching employee performance

5. **Using Human Capital to Achieve Strategic Sustainability**
   Emotional Intelligence; Managing Diversity

6. **The Art of Teaming and Coalition Building**
   Team based problem solving; Hogan Leadership Profiles

7. **The Process of Creativity**
   A trip to the Pennsylvania Academy of Fine Arts to study the process of creativity for individuals and within a network

8. **Negotiation and Persuasion: Bargaining for Advantage**
   The foundations for effective negotiation

9. **Entrepreneurialism**
   The world of the entrepreneur and the process of moving from idea to funding to start-up

10. **Leadership Lessons from the Battlefield**
    Integrating the program's leadership lessons through on the ground analysis of the Gettysburg battle

11. **Gettysburg Debrief, Program Lessons Learned**
    Consolidation and applications of learnings from Gettysburg trip and entire program

12. **Formal Project Report Out, Graduation**
    Formal project report out to Executive Team and other invited guests. Graduation. Creation of Leadership Academy Alumni with class president.

Medical History/ University Archives

Medical History Walking Tour

Instructor: F. Michael Angelo

Dates: By request

Time: 60 minutes

Location: TJU campus (contact Michael Angelo at 215-503-8097 or f.angelo@jefferson.edu to arrange a tour)

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

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.

Interactive Techniques for Teaching in a Small-Group Format

Instructor: Timothy Brigham, PhD

Participants will review interactive techniques that enhance small group teaching effectiveness including case discussions, demonstrations, simulations, and role-playing.

Interactive Techniques for Large-Group Presentations

Instructors: William Kocher, MD; Susan Rattner, MD

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.

PowerPoint Series

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.

Copyright & Fair Use Guidelines

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.

8th Annual TJU Faculty Days
Faculty Spotlight: Focus on Teaching and Learning

Tuesday & Wednesday, June 14 & 15, 2016

Mark your calendars now and plan to participate in this annual capstone closing event of the academic year: one-and-a-half days of workshops/presentations by and for Jefferson colleagues who share their knowledge, insight, techniques and tips–all designed to improve teaching and learning. Faculty from across TJU's academic divisions uniformly agree that this traditional cross-discipline "swapping" of best pedagogical practices has proven valuable in improving their skills as members of Jefferson's learning community.

Coordinated by the **Institutional Faculty Development Team** this annual potpourri of peer-to-peer exchanges does not have a central theme. A sampling of the broad range of topics covered in recent years includes:

- Activities that Engage Students
- Creating Climates for Learning
- Innovative Evaluation Techniques
- Instructional Vitality
- Interdisciplinary Approaches to Learning
- Global Health Teaching and Learning

- Quality/Outcome Measures
- Scholarship of Teaching/Learning
- Simulation in Healthcare Education
- Teaching and Learning with Technology
- Team-Based/Collaborative Learning
- The Learning Community

Preliminary Schedule Overview

TUESDAY, JUNE 14, 2016	ACTIVITY
7:15 – 7:45am	Registration/Continental Breakfast
7:45 – 8:00am	Welcome & Overview
8:00am – 12:15 pm	Plenary & Concurrent Sessions
12:30 –2:00pm	**LUNCHEON AND KEYNOTE ADDRESS**
2:00 – 4:00pm	Plenary & Concurrent Sessions
4:15 – 5:30pm	**POSTER PRESENTATIONS AND WINE & CHEESE RECEPTION**
WEDNESDAY, JUNE 15, 2016	**ACTIVITY**
8:00 – 8:30am	Registration/Continental Breakfast
8:30am –- 12:00 pm	Plenary Sessions

The Keynote Address at the Luncheon will be delivered by one of Jefferson's outstanding educators. The speaker is selected from nominations of faculty submitted by the Deans of the Colleges.

Please give thought to what you might want to share with your colleagues across our campus. What works in the teaching and learning process? What techniques should be shared? Which colleagues would you like to form a panel/team with to share those ideas? **A Request for Presentations (RFP) will be issued during the Fall Semester**. Your first "assignment" is to reserve these dates on your calendar. When the RFP arrives, please consider submitting a session proposal as well. Presenter or participant—be a part of this Jefferson tradition!