



# Program in Faculty Development

2016 - 2017



**Thomas Jefferson University®**

HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

# Institutional Faculty Development Team: 2016 – 2017

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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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 2016-2017 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 2016-2017 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

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## 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: [Jefferson.edu/faculty\\_development](http://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 at Thomas Jefferson University designates these live activities for the noted amount of *AMA PRA Category 1 Credit(s)<sup>TM</sup>*. 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 [samantha.bruno@jefferson.edu](mailto:samantha.bruno@jefferson.edu) or 215-955-5272.

## Other TJU Colleges

Faculty in the College of Pharmacy and faculty in the College of Population Health should contact Alexandria Skoufalos, EdD (215-955-2822) or Melissa Horowitz (215-955-9817) regarding continuing education credit for participation in Faculty Development Programs.

## Refreshments

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

## Evaluations

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

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

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

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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: Tuesday, August 16, 2016  
Time: 8:30 – 10 a.m.
- **Not All Courses are Created Equal: Developing and Maintaining a Sense of Community in Fully Online Learning Environments**  
Date: Friday, August 19, 2016  
Time: 10 – 11 a.m.
- **Building a Better Lecture**  
Date: Wednesday, August 24, 2016  
Time: 9 – 10 a.m.
- **Collaborate: Blackboard’s Virtual Classroom**  
Date: Monday, August 29, 2016  
Time: 9:30 – 11 a.m.
- **Universal Design for Learning (UDL): How Does it Impact My Students?**  
Date: Wednesday, August 31, 2016  
Time: 12 – 1:30 p.m.
- **ExamSoft Basics**  
Date: Thursday, September 8, 2016  
Time: 12 – 1:30 p.m.
- **The Essentials of Assessment**  
Date: Tuesday, September 13, 2016  
Time: 12 – 1 p.m.
- **Curriculum 101: Lesson 1 – Preparing for a New Curriculum**  
Date: Friday, September 16, 2016  
Time: 9 – 11 a.m.
- **Curriculum 101: Lesson 2 – Curricular Frameworks**  
Date: Friday, September 16, 2016  
Time: 11 a.m. – 1 p.m.
- **Curriculum 101: Lesson 3 – Strategy, Outcomes, and Alignment**  
Date: Friday, September 16, 2016  
Time: 1 – 3 p.m.
- **Curriculum 101: Lesson 4 – Assessment in a New Curriculum**  
Date: Friday, September 16, 2016  
Time: 3 – 5 p.m.
- **Teaching and Supporting International Students and Other ESL Learners**  
Date: Tuesday, September 20, 2016  
Time: 12 – 1 p.m.
- **Improving Assessment with ExamSoft**  
Date: Thursday, September 22, 2016  
Time: 1 – 2 p.m.
- **Introducing iCE (Interactive Curricula Experience) to Your Course**  
Date: Monday, September 26, 2016  
Time: 10 – 11:30 a.m.
- **Rubrics: Improve Your Grading Efficiency and Reliability**  
Date: Wednesday, September 28, 2016  
Time: 12 – 1 p.m.
- **Mobile Presenting Tips and Tricks**  
Date: Thursday, October 6, 2016  
Time: 11 a.m. – 12 p.m.
- **Electronic Portfolios for Academic Programs and Career Success**  
Date: Monday, October 10, 2016  
Time: 11 a.m. – 12 p.m.
- **To Record or Not to Record: A Session on When, Why and How to Integrate Video Content**  
Date: Tuesday, October 18, 2016  
Time: 9 – 10:30 a.m.
- **Nearpod Audience Response System**  
Date: Tuesday, October 25, 2016  
Time: 9 – 10:30 a.m.
- **Introduction to a Novel Method for Educational Scholarship Dissemination: MedEDPortal**  
Date: Thursday, October 27, 2016  
Time: 8 – 9 a.m.
- **Just-In-Time Low-Stakes Formative Assessments: Tips and Strategies to Inform Instruction**  
Date: Tuesday, November 1, 2016  
Time: 1 – 2:30 p.m.
- **Blackboard Learn: Grade Center**  
Date: Thursday, November 3, 2016  
Time: 1 – 2 p.m.
- **Generational Cohorts in the Work Setting and Classroom: Understanding Differences and Maximizing Strengths**  
Date: Friday, November 4, 2016  
Time: 7:30 – 9 a.m.
- **From Rough Draft to Publication: A Workshop on Developing your Educational Projects for Publication onto MedEdPORTAL**  
Date: Thursday, November 10, 2016  
Time: 8 – 9 a.m.
- **Building Interactives in iCE: Advanced iCE Skills Workshop**  
Date: Monday, November 14, 2016  
Time: 10 – 11 a.m.
- **Clinical Behavior: Evaluating a Student’s Professionalism**  
Date: Wednesday, November 16, 2016  
Time: 12 – 1 p.m.

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- **Assessing the Skillful (or not-so Skillful) Practitioner**  
Date: Tuesday, November 29, 2016  
Time: 12 – 1 p.m.
  - **Introducing iCE (Interactive Curricula Experience) to Your Course**  
Date: Tuesday, December 6, 2016  
Time: 9 – 10:30 a.m.
  - **Introduction to Adult Learning and its Application to the Health Professions**  
Date: Wednesday, December 14, 2016  
Time: 12 – 1 p.m.
  - **Teaching with iCE: Too Cool for School**  
Date: Friday, December 16, 2016  
Time: 9 – 10 a.m.
  - **Blackboard Learn: Essentials**  
Date: Wednesday, January 4, 2017  
Time: 9 – 10:30 a.m.
  - **Not All Courses are Created Equal: Developing and Maintaining a Sense of Community in Fully Online Learning Environments**  
Date: Friday, January 6, 2017  
Time: 10 – 11 a.m.
  - **ExamSoft Basics**  
Date: Wednesday, January 11, 2017  
Time: 1 – 2:30 p.m.
  - **Teaching and Supporting International Students and Other ESL Learners**  
Date: Wednesday, January 18, 2017  
Time: 11 a.m. – 12 p.m.
  - **Building a Better Lecture**  
Date: Friday, January 20, 2017  
Time: 12 – 1 p.m.
  - **Collaborate: Blackboard's Virtual Classroom**  
Date: Monday, January 23, 2017  
Time: 11 a.m. – 12:30 p.m.
  - **Improving Assessment with ExamSoft**  
Date: Wednesday, January 25, 2017  
Time: 1 – 2:30 p.m.
  - **Universal Design for Learning (UDL): How Does it Impact My Students?**  
Date: Tuesday, January 31, 2017  
Time: 9 – 10:30 a.m.
  - **Active Teaching, Engaging Minds**  
Date: Friday, February 3, 2017  
Time: 10 – 11:30 a.m.
  - **The Essentials of Assessment**  
Date: Tuesday, February 7, 2017  
Time: 12 – 1 p.m.
  - **Rubrics: Improve Your Grading Efficiency & Reliability**  
Date: Tuesday, February 21, 2017  
Time: 2 – 1 p.m.
  - **Embracing Glossophobia: Learning to Communicate with Confidence**  
Date: Friday, February 10, 2017  
Time: 3 – 4:30 p.m.
  - **Mobile Presenting Tips & Tricks**  
Date: Wednesday, February 15, 2017  
Time: 1 – 2 p.m.
  - **Introducing iCE (Interactive Curricula Experience) to Your Course**  
Date: Thursday, February 23, 2017  
Time: 9 – 10:30 a.m.
  - **Building Interactives in iCE: Advanced iCE Skills Workshop**  
Date: Friday, March 3, 2017  
Time: 9 – 10 a.m.
  - **From Rough Draft to Publication: A Workshop on Developing your Educational Projects for Publication onto MedEdPORTAL**  
Date: Thursday, March 9, 2017  
Time: 8 – 9 a.m.
  - **To Record or Not to Record: A Session on When, Why and How to Integrate Video Content**  
Date: Wednesday, March 15, 2017  
Time: 10 – 11:30 a.m.
  - **The Active Learning Lecture**  
Date: Monday, March 20, 2017  
Time: 12 – 1 p.m.
  - **Just-In-Time Low-Stakes Formative Assessments: Tips and Strategies to Inform Instruction**  
Date: Tuesday, March 28, 2017  
Time: 1 – 2:30 p.m.
  - **Blackboard Learn: Grade Center**  
Date: Friday, March 31, 2017  
Time: 11 a.m. – 12 p.m.
  - **Nearpod Audience Response System**  
Date: Friday, April 14, 2017  
Time: 10 – 11:30 a.m.
  - **Introducing iCE (Interactive Curricula Experience) to Your Course**  
Date: Tuesday, April 18, 2017  
Time: 9 – 10:30 a.m.
  - **Electronic Portfolios for Academic Programs and Career Success**  
Date: Friday, April 28, 2017  
Time: 9 – 10 a.m.
  - **Essentials of Mentorship**  
Date: Friday, April 28, 2017  
Time: 9 – 11 a.m.
  - **Teaching in an Age of Medical Uncertainty**  
Date: Friday, April 28, 2017  
Time: 11 a.m. – 12 p.m.
  - **Teaching your Residents to Teach: An Immersive Workshop**  
Date: Friday, April 28, 2017  
Time: 1 – 3:30 p.m.



# “At-a-Glance” Course Outline

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- **Improve Your Bedside Teaching: Tips to Facilitate the Instruction of Different Learners in the Clinical Learning Environment**

Date: Thursday, May 4, 2017

Time: 12 – 1:30 p.m.

## Curriculum for Researchers and Scholars

- **The Roadmap to Clinical Research at Jefferson: Part 1: Negotiating the IRB Process**  
Date: Wednesday, September 21, 2016  
Time: 12 – 1:30 p.m.
- **The Roadmap to Clinical Research at Jefferson: Part 2: Understanding the Clinical Trials Process: The Role of Business Operations for Your Clinical Research**  
Date: Monday, October 3, 2016  
Time: 12 – 1:30 p.m.
- **Getting Started: Identifying Funding Opportunities with Jefferson Resources**  
Date: Wednesday, October 5, 2016  
Time: 8 – 9 a.m.
- **Export Control: How it Can Affect Your Research Project**  
Date: Tuesday, October 11, 2016  
Time: 12 – 1 p.m.
- **Systematic Reviews**  
Date: Thursday, October 13, 2016  
Time: 1 – 2 p.m.
- **Health Services & Patient Centered Outcomes Research**  
Date: Friday, October 21, 2016  
Time: 9 a.m. – 12 p.m.
- **High Impact Publishing**  
Date: Wednesday, October 26, 2016  
Time: 10 – 11 a.m.

- **Survey Research Workshop**  
Date: Thursday, November 10, 2016  
Time: 12 – 1 p.m.

- **Grant Writing Workshop Series**  
Dates: Tuesdays; November 15, November 29, December 6, and December 13, 2016, and January 10, 2017  
Time: 12 – 1:30 p.m.

- **Key Steps in Writing—and Publishing—Your Manuscript**  
Date: Tuesday, November 22, 2016  
Time: 12 – 1 p.m.

- **Innovation 101: Thinking Outside the Box at Jefferson**  
Date: Friday, December 9, 2016  
Time: 8 – 9:30 a.m.

- **The Roadmap to Clinical Research at Jefferson: Part 3: Destination Data: How to Request and Use Real-World EMR Data for Research and Clinical Insights**  
Date: Tuesday, January 10, 2017  
Time: 12 – 1:30 p.m.

- **Getting Started: Identifying Funding Opportunities with Jefferson Resources**  
Date: Wednesday, March 8, 2017  
Time: 8 – 9 a.m.

- **Export Control: How it Can Affect Your Research Project**  
Date: Tuesday, March 14, 2017  
Time: 12 – 1:30 p.m.

- **5 Habits of Successful Writers . . . and Ways to Foster Them in Your Writing**  
Date: Thursday, March 23, 2017  
Time: 12 – 1 p.m.

- **The Roadmap to Clinical Research at Jefferson: Part 4: Clinical Trials: Managing your trials in JeffTrials and EPIC**

Date: Tuesday, May 9, 2017

Time: 12 – 1:30 p.m.

## Curriculum for Leadership and Professional Development

- **Stand-Out Presentation Skills: Didactic Session**  
Date: September 23, 2016  
Time: 7:30 – 9 a.m.
- **Stand-Out Presentation Skills Workshop: Immersive Workshop**  
Date: September 23, 2016  
Time: 9 a.m. – 12 p.m.
- **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Clinical and Educational Scholarship Track and the Clinician Educator Track**  
Date: Tuesday, October 4, 2016  
Time: 4 – 5 p.m.
- **New Faculty: Preparing for Success in an Academic Career**  
Dates: Wednesdays: October 5, October 12, October 26, November 2, November 9, and December 3, 2016  
Time: 8 – 9 a.m.
- **Time Management and Organizational Strategies**  
Date: Monday, October 17, 2016  
Time: 9 a.m. – 12 p.m.
- **Resources to Boost Your Time Management: Practical Solutions and Concierge Services**  
Date: Monday, October 17, 2016  
Time: 1 – 2 p.m.



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- **Strategic Career Advancement, Time Management and Promotion**  
Date: Monday, October 17, 2016  
Time: 2 – 3:30 p.m.
  - **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non-Tenure Research Track**  
Date: Tuesday, October 18, 2016  
Time: 12 – 1 p.m.
  - **Unconscious Bias: How Does it Affect Your Work and Life?**  
Date: Friday, December 9, 2016  
Time: 12 – 1:30 p.m.
  - **Networking and your Academic Career: Why it matters and how to do it**  
Date: Tuesday, January 10, 2017  
Time: 4 – 5 p.m.
  - **Constructing your Promotion Portfolio: Tips and Strategies**  
Date: Wednesday, January 18, 2017  
Time: 4 – 5 p.m.
  - **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non-Tenure Research Track**  
Date: Thursday, February 16, 2017  
Time: 12 – 1 p.m.
  - **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 22, 2017  
Time: 4 – 5 p.m.
  - **Getting the Most out of a Mentor: A Workshop for Junior Faculty**  
Date: Tuesday, February 24, 2017  
Time: 3 – 5 p.m.  
Location: Room 119 College (Conference Room 126)  
Maximum Enrollment: 30
  - **Unconscious Bias: How Does it Affect Your Work and Life?**  
Date: Wednesday, April 26, 2017  
Time: 4 – 5:30 p.m.

# "At-a-Glance" Monthly Calendar

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## August

- **Blackboard Learn: Essentials**  
Date: Tuesday, August 16, 2016  
Time: 8:30 – 10 a.m.
- **Not All Courses are Created Equal: Developing and Maintaining a Sense of Community in Fully Online Learning Environments**  
Date: Friday, August 19, 2016  
Time: 10 – 11 a.m.
- **Building a Better Lecture**  
Date: Wednesday, August 24, 2016  
Time: 9 – 10 a.m.
- **Collaborate: Blackboard's Virtual Classroom**  
Date: Monday, August 29, 2016  
Time: 9:30 – 11 a.m.
- **Universal Design for Learning (UDL): How Does it Impact My Students?**  
Date: Wednesday, August 31, 2016  
Time: 12 – 1:30 p.m.
- **Not All Courses are Created Equal: Developing and Maintaining a Sense of Community in Fully Online Learning Environments**  
Date: Friday, August 19, 2016  
Time: 10 – 11 a.m.
- **Building a Better Lecture**  
Date: Wednesday, August 24, 2016  
Time: 9 – 10 a.m.
- **Collaborate: Blackboard's Virtual Classroom**  
Date: Monday, August 29, 2016  
Time: 9:30 – 11 a.m.
- **Universal Design for Learning (UDL): How Does it Impact My Students?**  
Date: Wednesday, August 31, 2016  
Time: 12 – 1:30 p.m.

## September

- **ExamSoft Basics**  
Date: Thursday, September 8, 2016  
Time: 12 – 1:30 p.m.
- **The Essentials of Assessment**  
Date: Tuesday, September 13, 2016  
Time: 12 – 1 p.m.
- **Curriculum 101: Lesson 1 – Preparing for a New Curriculum**  
Date: Friday, September 16, 2016  
Time: 9 – 11 a.m.
- **Curriculum 101: Lesson 2 – Curricular Frameworks**  
Date: Friday, September 16, 2016  
Time: 11 a.m. – 1 p.m.  
(Note: this session includes a working lunch)
- **Curriculum 101: Lesson 3 – Strategy, Outcomes, and Alignment**  
Date: Friday, September 16, 2016  
Time: 1 – 3 p.m.
- **Curriculum 101: Lesson 4 – Assessment in a New Curriculum**  
Date: Friday, September 16, 2016  
Time: 3 – 5 p.m.
- **Teaching and Supporting International Students and Other ESL Learners**  
Date: Tuesday, September 20, 2016  
Time: 12 – 1 p.m.
- **The Roadmap to Clinical Research at Jefferson: Part 1: Negotiating the IRB Process**  
Date: Wednesday, September 21, 2016  
Time: 12 – 1:30 p.m.
- **Improving Assessment with ExamSoft**  
Date: Thursday, September 22, 2016  
Time: 1 – 2 p.m.

- **Stand-Out Presentation Skills: Didactic Session**  
Date: September 23, 2016  
Time: 7:30 – 9 a.m.
- **Stand-Out Presentation Skills Workshop: Immersive Workshop**  
Date: September 23, 2016  
Time: 9 a.m. – 12 p.m.
- **Introducing iCE (Interactive Curricula Experience) to Your Course**  
Date: Monday, September 26, 2016  
Time: 10 – 11:30 a.m.
- **Rubrics: Improve Your Grading Efficiency & Reliability**  
Date: Wednesday, September 28, 2016  
Time: 12 – 1 p.m.

## October

- **The Roadmap to Clinical Research at Jefferson: Part 2: Understanding the Clinical Trials Process: The Role of Business Operations for Your Clinical Research**  
Date: Monday, October 3, 2016  
Time: 12 – 1:30 p.m.
- **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Clinical and Educational Scholarship Track and the Clinician Educator Track**  
Date: Tuesday, October 4, 2016  
Time: 4 – 5 p.m.
- **New Faculty: Preparing for Success in an Academic Career**  
Date: Wednesday, October 5, 2016  
Time: 8 – 9 a.m.
- **Getting Started: Identifying Funding Opportunities with Jefferson Resources**  
Date: Wednesday, October 5, 2016  
Time: 8 – 9 a.m.

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- **Mobile Presenting Tips & Tricks**  
Date: Thursday, October 6, 2016  
Time: 11 a.m. – 12 p.m.
  - **Electronic Portfolios for Academic Programs and Career Success**  
Date: Monday, October 10, 2016  
Time: 11 a.m. – 12 p.m.
  - **Export Control: How it Can Affect Your Research Project**  
Date: Tuesday, October 11, 2016  
Time: 12 – 1 p.m.
  - **New Faculty: Preparing for Success in an Academic Career**  
Date: Wednesday, October 12, 2016  
Time: 8 – 9 a.m.
  - **Systematic Reviews**  
Date: Thursday, October 13, 2016  
Time: 1 – 2 p.m.
  - **Time Management and Organizational Strategies**  
Date: Monday, October 17, 2016  
Time: 9 a.m. – 12 p.m.
  - **Resources to Boost Your Time Management: Practical Solutions and Concierge Services**  
Date: Monday, October 17, 2016  
Time: 1 – 2 p.m.
  - **Strategic Career Advancement, Time Management and Promotion**  
Date: Monday, October 17, 2016  
Time: 2 – 3:30 p.m.
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Date: Tuesday, October 18, 2016  
Time: 9 – 10:30 a.m.
  - **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non – Tenure Research Track**  
Date: Tuesday, October 18, 2016  
Time: 12 – 1 p.m.
  - **Health Services & Patient Centered Outcomes Research**  
Date: Friday, October 21, 2016  
Time: 9 a.m. – 12 p.m.
  - **Nearpod Audience Response System**  
Date: Tuesday, October 25, 2016  
Time: 9 – 10:30 a.m.
  - **New Faculty: Preparing for Success in an Academic Career**  
Date: Wednesday, October 26, 2016  
Time: 8 – 9 a.m.
  - **High Impact Publishing**  
Date: Wednesday, October 26, 2016  
Time: 10 – 11 a.m.
  - **Just-In-Time Low-Stakes Formative Assessments: Tips and Strategies to Inform Instruction**  
Date: Tuesday, November 1, 2016  
Time: 1 – 2:30 p.m.
  - **New Faculty: Preparing for Success in an Academic Career**  
Date: Wednesday, November 2, 2016  
Time: 8 – 9 a.m.
  - **Blackboard Learn: Grade Center**  
Date: Thursday, November 3, 2016  
Time: 1 – 2 p.m.
  - **Generational Cohorts in the Work Setting and Classroom: Understanding Differences and Maximizing Strengths**  
Date: Friday, November 4, 2016  
Time: 7:30 – 9 a.m.
  - **New Faculty: Preparing for Success in an Academic Career**  
Date: Wednesday, November 9, 2016  
Time: 8 – 9 a.m.
  - **From Rough Draft to Publication: A Workshop on Developing your Educational Projects for Publication onto MedEdPORTAL**  
Date: Thursday, November 10, 2016  
Time: 8 – 9 a.m.
  - **Survey Research Workshop**  
Date: Thursday, November 10, 2016  
Time: 12 – 1 p.m.
  - **Building Interactives in iCE: Advanced iCE Skills Workshop**  
Date: Monday, November 14, 2016  
Time: 10 – 11 a.m.
  - **Grant Writing Workshop Series**  
Date: Tuesday, November 15, 2016  
Time: 12 – 1:30 p.m.
  - **Clinical Behavior: Evaluating a Student's Professionalism**  
Date: Wednesday, November 16, 2016  
Time: 12 – 1 p.m.
  - **Key Steps in Writing—and Publishing—Your Manuscript**  
Date: Tuesday, November 22, 2016  
Time: 12 – 1 p.m.
  - **Assessing the Skillful (or not-so Skillful) Practitioner**  
Date: Tuesday, November 29, 2016  
Time: 12 – 1 p.m.
  - **Grant Writing Workshop Series**  
Date: Tuesday, November 29, 2016  
Time: 12 – 1:30 p.m.

# "At-a-Glance" Monthly Calendar

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## December

- **New Faculty: Preparing for Success in an Academic Career**  
Date: Wednesday, December 3, 2016  
Time: 8 – 9 a.m.
- **Introducing iCE (Interactive Curricula Experience) to Your Course**  
Date: Tuesday, December 6, 2016  
Time: 9 – 10:30 a.m.
- **Grant Writing Workshop Series**  
Date: Tuesday, December 6, 2016  
Time: 12 – 1:30 p.m.
- **Innovation 101: Thinking Outside the Box at Jefferson**  
Date: Friday, December 9, 2016  
Time: 8 – 9:30 a.m.
- **Unconscious Bias: How Does it Affect Your Work and Life?**  
Date: Friday, December 9, 2016  
Time: 12 – 1:30 p.m.
- **Grant Writing Workshop Series**  
Date: Tuesday, December 13, 2016  
Time: 12 – 1:30 p.m.
- **Introduction to Adult Learning and its Application to the Health Professions**  
Date: Wednesday, December 14, 2016  
Time: 12 – 1 p.m.
- **Teaching with iCE: Too Cool for School**  
Date: Friday, December 16, 2016  
Time: 9 – 10 a.m.

## January

- **Blackboard Learn: Essentials**  
Date: Wednesday, January 4, 2017  
Time: 9 – 10:30 a.m.
- **Not All Courses are Created Equal: Developing and Maintaining a Sense of Community in Fully Online Learning Environments**  
Date: Friday, January 6, 2017  
Time: 10 – 11 a.m.
- **The Roadmap to Clinical Research at Jefferson: Part 3: Destination Data: How to Request and Use Real-World EMR Data for Research and Clinical Insights**  
Date: Tuesday, January 10, 2017  
Time: 12 – 1:30 p.m.
- **Grant Writing Workshop Series**  
Date: Tuesday, January 10, 2017  
Time: 12 – 1:30 p.m.
- **Networking and your Academic Career: Why it matters and how to do it**  
Date: Tuesday, January 10, 2017  
Time: 4 – 5 p.m.
- **ExamSoft Basics**  
Date: Wednesday, January 11, 2017  
Time: 1 – 2:30 p.m.
- **Teaching and Supporting International Students and Other ESL Learners**  
Date: Wednesday, January 18, 2017  
Time: 11 a.m. – 12 p.m.
- **Constructing your Promotion Portfolio: Tips and Strategies**  
Date: Wednesday, January 18, 2017  
Time: 4 – 5 p.m.
- **Building a Better Lecture**  
Date: Friday, January 20, 2017  
Time: 12 – 1 p.m.

## • Collaborate: Blackboard's Virtual Classroom

Date: Monday, January 23, 2017  
Time: 11 a.m. – 12:30 p.m.

## • Improving Assessment with ExamSoft

Date: Wednesday, January 25, 2017  
Time: 1 – 2:30 p.m.

## • Universal Design for Learning (UDL): How Does it Impact My Students?

Date: Tuesday, January 31, 2017  
Time: 9 – 10:30 a.m.

## February

## • Active Teaching, Engaging Minds

Date: Friday, February 3, 2017  
Time: 10 – 11:30 a.m.

## • The Essentials of Assessment

Date: Tuesday, February 7, 2017  
Time: 12 – 1 p.m.

## • Embracing Glossophobia: Learning to Communicate with Confidence

Date: Friday, February 10, 2017  
Time: 3 – 4:30 p.m.

## • Mobile Presenting Tips & Tricks

Date: Wednesday, February 15, 2017  
Time: 1 – 2 p.m.

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

Date: Thursday, February 16, 2017  
Time: 12 – 1 p.m.

## • Rubrics: Improve Your Grading Efficiency & Reliability

Date: Tuesday, February 21, 2017  
Time: 12 – 1 p.m.

- **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 22, 2017  
Time: 4 – 5 p.m.
- **Introducing iCE (Interactive Curricula Experience) to Your Course**  
Date: Thursday, February 23, 2017  
Time: 9 – 10:30 a.m.
- **Getting the Most out of a Mentor: A Workshop for Junior Faculty**  
Date: Tuesday, February 24, 2017  
Time: 3 – 5 p.m.

## March

- **Building Interactives in iCE: Advanced iCE Skills Workshop**  
Date: Friday, March 3, 2017  
Time: 9 – 10 a.m.
- **Getting Started: Identifying Funding Opportunities with Jefferson Resources**  
Date: Wednesday, March 8, 2017  
Time: 8 – 9 a.m.
- **From Rough Draft to Publication: A Workshop on Developing your Educational Projects for Publication onto MedEdPORTAL**  
Date: Thursday, March 9, 2017  
Time: 8 – 9 a.m.
- **Export Control: How it Can Affect Your Research Project**  
Date: Tuesday, March 14, 2017  
Time: 12 – 1:30 p.m.

- **To Record or Not to Record: A Session on When, Why and How to Integrate Video Content**  
Date: Wednesday, March 15, 2017  
Time: 10 – 11:30 a.m.
- **The Active Learning Lecture**  
Date: Monday, March 20, 2017  
Time: 12 – 1 p.m.
- **5 Habits of Successful Writers . . . and Ways to Foster Them in Your Writing**  
Date: Thursday, March 23, 2017  
Time: 12 – 1 p.m.
- **Just-In-Time Low-Stakes Formative Assessments: Tips and Strategies to Inform Instruction**  
Date: Tuesday, March 28, 2017  
Time: 1 – 2:30 p.m.
- **Blackboard Learn: Grade Center**  
Date: Friday, March 31, 2017  
Time: 11 a.m. – 12 p.m.

## April

- **Nearpod Audience Response System**  
Date: Friday, April 14, 2017  
Time: 10 – 11:30 a.m.
- **Introducing iCE (Interactive Curricula Experience) to Your Course**  
Date: Tuesday, April 18, 2017  
Time: 9 – 10:30 a.m.
- **Unconscious Bias: How Does it Affect Your Work and Life?**  
Date: Wednesday, April 26, 2017  
Time: 4 – 5:30 p.m.
- **Electronic Portfolios for Academic Programs and Career Success**  
Date: Friday, April 28, 2017  
Time: 9 – 10 a.m.

- **Essentials of Mentorship**  
Date: Friday, April 28, 2017  
Time: 9 – 11 a.m.
- **Teaching in an Age of Medical Uncertainty**  
Date: Friday, April 28, 2017  
Time: 11 a.m. – 12 p.m.
- **Teaching your Residents to Teach: An Immersive Workshop**  
Date: Friday, April 28, 2017  
Time: 1 – 3:30 p.m.

## May

- **Improve Your Bedside Teaching: Tips to Facilitate the Instruction of Different Learners in the Clinical Learning Environment**  
Date: Thursday, May 4, 2017  
Time: 12 – 1:30 p.m.
- **The Roadmap to Clinical Research at Jefferson: Part 4: Clinical Trials: Managing your trials in JeffTrials and EPIC**  
Date: Tuesday, May 9, 2017  
Time: 12 – 1:30 p.m.

# Curriculum for Educators

## Recommended Workshops for TJU Faculty

Topic	Course Director	Teacher	Clinical Preceptor	Research Preceptor	Beginning Faculty
Teaching and Learning Theory	X	X			X
Curriculum/Course Development and Management	X				
Setting Learning Objectives	X	X			X
Preparation of Instructional Materials/Aides	X	X			X
Essentials of Effective Lecturing	X	X			X
Teaching in the Clinical Setting			X		X
Teaching Evidence Based Practice	X	X	X	X	X
Use of Simulation for Teaching	X	X	X		
Cultural Competency	X	X	X	X	X
Effective Techniques for Managing Longitudinal Learning Groups	X	X			X
Interactive Techniques for Lecturing	X	X			X
Teaching in Small Groups	X	X	X	X	X
Team Learning	X	X	X	X	X
Teaching Interprofessional Teams	X	X	X		X
Overview of Assessment and Evaluation	X	X	X	X	X
Competency Based Assessment	X	X	X		X
Evaluation of Students in the Classroom	X	X			X
Evaluation of Students in the Clinical Setting			X		
Assessment Problem Based Learning					
Providing Effective Feedback	X	X	X	X	X
Student Remediation	X	X	X	X	X
Dealing with the Problem Learner	X	X	X	X	X
Course/Curriculum Evaluation	X				
Self Evaluation/Critique	X	X	X	X	X
PowerPoint		X			X
Photoshop		X			X
Digital Imaging/Photography					
Classroom, Online & 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 into Health Professions Curricula
- Effective Techniques for Managing Longitudinal Learning Groups
- Interactive Techniques for Lecturing
- Teaching in Small Groups
- Team Learning: Applications for the Classroom and Clinical Setting
- Teaching Interprofessional Teams

### Assessment

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



## Curriculum for Educators (continued)

### **Not All Courses are Created Equal: Developing and Maintaining a Sense of Community in Fully Online Learning Environments**

Instructor: Mary Gozza-Cohen, PhD

**Date: Friday, August 19, 2016**

Time: 10– 11 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

**Date: Friday, January 6, 2017**

Time: 10 – 11 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

One of the most prominent fears for faculty and students alike when teaching or taking a fully online course is the perceived lack of social presence in the absence of in-person interactions. Fully online courses that are designed with community-building tasks and activities have resulted in greater student and Facilitator satisfaction and perceived learning (eg., Garrison, Anderson & Archer, 2000; Richardson & Swan, 2003; Rovai, 2002; Rovai, Ponton & Baker, 2008). This workshop will include discussions and evidence-based materials that will help you think about online teaching and learning from a new lens.

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

- 1) Describe the perceived challenges of online courses and personal interactions
- 2) Describe methods for developing and fostering a sense of community and connection in a fully online course
- 3) Name some readily available tools for facilitating student-student and student-instructor interactions

### **Building a Better Lecture**

Instructor: Julie D. Phillips, PhD

**Date: Wednesday, August 24, 2016**

Time: 9 – 10 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

**Date: Friday, January 20, 2017**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

According to classroom observations and self-report data, instructors rely heavily on lecture as an instructional method despite research documenting the limited effectiveness of lectures as a teaching strategy. Lectures can be integral to the learning experience with an understanding of the factors contributing to its effectiveness as an instructional tool. This workshop will focus on identifying key uses of lecture and three simple strategies for building more effective learning experiences for students. Participants are asked to identify and bring a lecture they have previously developed for use during the experiential workshop.

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

- 1) Identify best uses of lecture
- 2) Define one organizing technique for lectures
- 3) Incorporate signposts into a planned lecture experience
- 4) Apply best practices to a planned lecture experience

### **Universal Design for Learning (UDL): How Does it Impact My Students?**

Instructor: Mary Gozza-Cohen, PhD

**Date: Wednesday, August 31, 2016**

Time: 12 – 1:30 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.5

**Date: Tuesday, January 31, 2017**

Time: 9 – 10:30 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.5

Universal Design for Learning is “a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn” (Rose & Meyer, 1984). This session will include discussions and information on UDL, as well specific methods for implementing the principles of UDL into our teaching.

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

- 1) Differentiate between the terms Universal Design for Learning and Universal Design
- 2) Describe ways in which UD may be applicable in their classrooms, buildings or community
- 3) Describe several ways in which the principles of UDL may be applied in one or more of their courses

## The Essentials of Assessment

Instructor: Kathleen Day, MS

**Date: Tuesday, September 13, 2016**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

**Date: Tuesday, February 7, 2017**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

As health care professionals, each of us are expected to be savvy with the concept of assessment, so much so that assessment itself is often given its own course in a curriculum. This one-hour workshop will serve as a primer and/or a refresher on the most basic concepts in educational assessment.

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

- 1) Discern between formative versus summative assessments
- 2) Define Bloom's taxonomy and performance domains
- 3) Identify reliability, validity and assessment statistics
- 4) Apply assessment principles in a systematic fashion

### Faculty Fundamentals: Focus on Curriculum

Instructors: Teresa Chan, MD, MHPE\*, Mary Hanson-Zalot, RN, MSN, AOCN, Julie Phillips, PhD, Kathryn Shaffer, EdD, MSN, RN, CNE, Elena Umland, PharmD, Deborah Ziring, MD

The introduction of a new curriculum in the health sciences poses a range of challenges to faculty with regard to its underlying assumptions and goals; the educational models involved; the content included; the instructional

approaches applied; and the methods of assessment selected. To complicate matters further, faculty and program designers are faced with different curricular models to choose from (i.e., concept-based, problem-based, competency-based).

The Fall Faculty Development Program in Pedagogy will focus on the challenges and solutions surrounding curricular development at implementation at Thomas Jefferson University (TJU). As Colleges at TJU are at various stages of curricular change, the Fall Program will take advantage of this unique time, and provide a forum for dialogue, where faculty can share experiences, insights, and lessons learned to help navigate new curricula. Audiences will have the opportunity to learn about the different curricular models available, understand their differences, and hear what others have to say about them.

Topics discussed during this one-day, four-part series will include, but not be limited to, designing a new curriculum; deciding on curricular outcomes; chaperoning a new curriculum to implementation; providing for needed faculty support and development; and assessing a new curriculum's effectiveness.

The full-day workshop will showcase several of Jefferson's faculty, across several of its Colleges. Invited guest speaker, Dr. Teresa Chan (bio below), will share her experiences in curriculum design and development. A wine and cheese reception will immediately follow the workshop.

*\* Dr. Teresa Chan is an emergency physician, base hospital physician, and clinician educator in Hamilton, ON. Since 2014, she has also been the Continuing Professional Development Director for the Division of Emergency Medicine at McMaster University. With regards to residency education, she is the McMaster Royal College Residency Program's Director of Assessment, working to create a competency-based, medical education, workplace-based assessment program (McMAP). Nationally, she has held positions with the Canadian Journal of Emergency*

*Medicine as the Journal's inaugural Social Media Editor. She is also a well-published researcher and innovator, working with numerous online groups (e.g. www.aliem.com, www.canadiem.org) to advance medical education in new and exciting ways.*

## Curriculum 101: Lesson 1 – Preparing for a New Curriculum

**Date: Friday, September 16, 2016**

Time: 9– 11 a.m.

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100

CME credits: 2.0

Lesson 1 will be all about preparing students and faculty for a new curriculum, and helping involved stakeholders understand the rationale for change. Students will need to be prepared on the expectations for their performance and how their learning will be linked to the workforce. Similarly, curriculum designers will need to anticipate faculty resistance throughout the change process.

The session will create a dialogue on how curriculum designers can equip themselves with the tools to better prepare students and faculty, as well as themselves for the challenges that may lie ahead. The importance of defining and effectively conveying the rationale for curricular change will be discussed. Time will also be spent on options for effective faculty development.

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

- 1) Discuss the importance of planning a curriculum
- 2) Identify methods to engage faculty in the planning stages and anticipate resistance to change
- 3) Determine how to effectively prepare students for a curriculum they may never have previously experienced
- 4) Relate the importance of curricular change to meet the needs of a changing learner and a changing workplace

# Curriculum for Educators (continued)

## **Curriculum 101: Lesson 2 – Curricular Frameworks**

**Date: Friday, September 16, 2016**

Time: 11 a.m. – 1 p.m.  
(This session includes a working lunch.)

Location: Jefferson Alumni Hall,  
Eakins Lounge

Maximum Enrollment: 100

CME credits: 1.5

The focus of Lesson 2 will be on better developing curricula that will offer the opportunities to collaborate across Colleges, as well as identify common learning themes across Colleges. Participants will have the opportunity to learn about the different curricular models to choose from (i.e., competency-based, problem-based, concept-based models). An additional goal of the session will be on how to better assist faculty in adapting to a new curriculum by equipping them to teach in a variety of formats.

The Jefferson College of Nursing (CON) will be used a case study. The CON recently completed its curriculum revision. The new curriculum is built on four themes (i.e., interprofessional collaboration, practice excellence, population, and innovation), and included twenty-five concepts across these themes. Faculty leaders in the CON have developed a compendium of lessons learned during the school's curriculum revision process; this will be shared and discussed with learners participating in the session.

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

- 1) Discuss the importance of effectively organizing content for inclusion in a curriculum
- 2) Introduce various curricular models that faculty leaders and curriculum designers can choose from
- 3) Define conceptual learning and identify the steps needed to develop a conceptual outline

4) Determine which concepts are essential for inclusion in a new curriculum

5) Apply lessons learned from the CON to future curriculum design

## **Curriculum 101: Lesson 3 – Strategy, Outcomes and Alignment**

**Date: Friday, September 16, 2016**

Time: 1 – 3 p.m.

Location: Jefferson Alumni Hall,  
Eakins Lounge

Maximum Enrollment: 100

CME credits: 1.75

The focus of Lesson 3 will be on developing an outcomes-oriented curriculum that matches the mission of the school and the intention of the program. The overarching goal of aligning the new curriculum with the core values of the institutions will be highlighted. Time will be spent on discerning what should be the learners' outcomes throughout the curriculum design process.

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

- 1) Identify the mission and core values of a school and/or program early in the curriculum design process
- 2) Determine what should be the learners' outcomes of a new curriculum
- 3) Summarize the role of learning outcomes and curriculum maps when designing a new curriculum
- 4) Relate the importance of learners' milestones and competencies
- 5) Develop strategies to assist faculty members with recognizing outcomes in learners

## **Curriculum 101: Lesson 4 – Assessment in a New Curriculum**

**Date: Friday, September 16, 2016**

Time: 3 – 5 p.m.

Location: Jefferson Alumni Hall,  
Eakins Lounge

Maximum Enrollment: 100

CME credits: 1.75

Do the assessments match what is being taught? What are the performance benchmarks for students? Was instruction successful? What does success even look like?

Assessments should reveal how well learners have learned what was intended for them to learn. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they continuously reinforce one another. During Lesson 4, the final installation of the workshop, the focus will be placed on understanding the importance of linking assessments with learning objectives and learning outcomes. Participants will even have a chance to explore creative approaches to assessment methodologies.

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

- 1) Recognize the role of learning objectives in deciding what knowledge and skills to assess
- 2) Discuss the cognitive, affective and psychomotor considerations of assessment
- 3) Explore a range of assessment methods for skills assessment
- 4) Choose appropriate performance benchmarks for learners

### Introduction to a Novel Method for Educational Scholarship Dissemination: MedEDPortal

Instructor: Nethra Ankam, MD

**Date: Thursday, October 27, 2016**

Time: 8– 9 a.m.

Location: Hamilton Building, Room 208/209

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

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

- 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

### Just-In-Time Low-Stakes Formative Assessments: Tips and Strategies to Inform Instruction

Instructor: Mary Gozza-Cohen, PhD

**Date: Tuesday, November 1, 2016**

Time: 1 – 2:30 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.5

**Date: Tuesday, March 28, 2017**

Time: 1 – 2:30 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.5

In this workshop, we will discuss and practice the use of evidence-based strategies for assessing student understanding of content throughout the semester. This 'just in time' data provides ongoing feedback used by instructors to adjust their teaching to improve student outcomes. Formative assessments are also designed to help students identify their strengths and areas in need of more targeted work prior to taking high-stakes exams and other assessments. Formative assessments need not be time consuming to create or to deliver and analyze.

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

- 1) Explain the purposes of and differences between formative and summative assessments
- 2) Describe multiple formative assessment options for use in their courses
- 3) Create at least one formative assessment for immediate use in one or more courses

### Generational Cohorts in the Work Setting and Classroom: Understanding Differences and Maximizing Strengths

Instructors: Mary Bouchaud, PhD, MSN, CNS, RN, CRRN, Mary Hanson-Zalot, EdD(c), MSN, RN, AOCN, Jeffrey Stevens, MSILR

**Date: Friday, November 4, 2016**

Time: 7:30 – 9 a.m.

Location: Jefferson Alumni Hall, Room 207

Maximum Enrollment: 100

CME credits: 1.5

The workforce and student body that comprise the Jefferson community consist of members from diverse generational cohorts. Examining the tendencies, characteristics, and preferences of our colleagues and students from these different generations provides insight into some striking differences between them, as well as some shared commonalities. This session will describe the challenges and opportunities created when generational diversity is appreciated. We will use both a Human Resource and Academic lens to share observations regarding cohorts working together and shaping the work environment – be it a patient care area or classroom setting. The ability to choreograph teams composed of members from representative generational cohorts adds to the value of our work.

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

- 1) Describe characteristics and preferences of generational cohort that constitute Jefferson's workforce and student populations
- 2) Discuss how generational differences among members of the workforce influence institutional culture
- 3) Explain how generational diversity can positively impact health care delivery

## Curriculum for Educators (continued)

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

Instructor: Nethra Ankam, MD

**Date: Thursday, November 10, 2016**

Time: 8 – 9 a.m.

Location: Hamilton Building, Room 201

Maximum Enrollment: 20

CME credits: 1.0

**Date: Thursday, March 9, 2017**

Time: 8 – 9 a.m.

Location: TBD

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.

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

- 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

### **Introduction to Adult Learning and its Application to the Health Professions**

Instructors: Dimitrios Papanagnou, MD, MPH, Kathryn Shaffer, EdD, RN

**Date: Wednesday, December 14, 2016**

Time: 12 – 1 p.m.

Location: TBD

Maximum Enrollment: 100

CME credits: 1.0

ment: 30

CME Credits: 1.5

Active learning has received considerable attention over the past several years. It is defined as any instructional method that engages learners in the learning process, requiring learners to partake in meaningful learning activities and think about what they are doing. Active learning has the potential to promote analysis, synthesis, and evaluation of course content.

This session will challenge some commonly held assumptions about learning, and discuss some of the research in the area of cognitive psychology, education, and physiology that hold direct implications for teaching in the health professions. In addition, a number of easily adaptable classroom activities will be used during the session.

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

- 1) Describe theoretical principles to teaching students in the health professions
- 2) Define adult learning; active learning; and passive learning
- 3) Identify various instructional styles to achieve effective learning outcomes for learners in the health professions

### **Active Teaching, Engaging Minds**

Instructor: Julie Phillips, PhD

**Date: Friday, February 3, 2017**

Time: 10 – 11:30 a.m.

Location: Scott Memorial Library, Room 200A

Active teaching is an umbrella term used to identify a variety of teaching strategies. It includes mostly 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 should:

- 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

### **Embracing Glossophobia: Learning to Communicate with Confidence**

Instructor: Julie D. Phillips, PhD

**Date: Friday, February 10, 2017**

Time: 3 – 4:30 p.m.

Location: Scott Memorial Library, Room 200A

CME Credits: 1.5

Perhaps no tool in the professional toolbox has been as feared as public speaking. However, professional advancement is often tied to one's ability to successfully present information at a meeting, a professional conference or even within the classroom.

To excel in a professional context, you must be able to communicate in a number of different contexts and

with a wide number of audiences. This interactive session provides a framework for re-thinking personal communication habits and techniques to assist you with your next communication interaction.

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

- 1) Define communication apprehension
- 2) Describe the four common contexts for communication
- 3) Recognize potential triggers for communication anxiety
- 4) Identify at least one stress reduction technique for communication interactions

### The Active Learning Lecture

Instructor: Julie Phillips, PhD

**Date: Monday, March 20, 2017**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

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 should:

- 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

### Faculty Appreciation Day: April 28, 2017 Overcoming Educational Challenges

#### Essentials of Mentorship

Instructor: Anthony Donato, MD, MHPE\*

**Date: Friday, April 28, 2017**

Time: 9 – 11 a.m.

Location: TBD

Maximum Enrollment: 100

CME credits: 2.0

As academic medicine struggles to adopt outcomes-based medical education paradigms while battling productivity pressures and record levels of physician burnout, the relationships between faculty members and their trainees are more important than ever. This perfect storm, however, threatens the key ingredient that was the backbone of residency training from its outset – the apprenticeship model, in which mentors guided the younger generation through their important career, as well as home and life decisions.

This workshop will review qualities of effective mentors, as well as review the best of innovations published in the GME literature that promote and invigorate mentor-mentee relationships. Participants will review the emerging literature on professional identity formation, and will exchange ideas to invigorate their department’s mentoring programs.

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

- 1) Identify characteristics of effective mentors
- 2) Define the concept of professional identity formation, and apply it to their own experience as a physician
- 3) List two feasible and sustainable programmatic interventions to improve their own mentoring programs

*\* Dr. Donato completed his undergraduate work at Georgetown University and Medical School at the University of Pittsburgh School of Medicine on a scholarship program with the United States Air Force. Following completion of an Air Force Internal Medicine residency and teaching military residents and students as a Clerkship Director for Uniformed Services University, he joined the Reading Hospital Internal Medicine Faculty in 2001. He continued his pursuit of improving his teaching skills with his completion of a General Internal Medicine Fellowship at the University of North Carolina at Chapel Hill in 2005, and completed a Masters of Health Professions Education program through the University of Illinois at Chicago in 2012. His professional interests involve direct observation techniques and deepening apprenticeship models of resident development through innovative educational techniques. He currently serves as Associate Program Director of Internal Medicine, teaches residents on the inpatient wards, and is a Professor of Medicine at the Sidney Kimmel Medical College at Thomas Jefferson University.*

#### Teaching in an Age of Medical Uncertainty

Instructors: Gretchen Diemer, MD

**Date: Friday, April 28, 2017**

Time: 11 a.m. – 12 p.m.

Location: TBD

Maximum Enrollment: 100

CME credits: 1.0

With an increasing focus on High Value Care in medical education, this seminar exposes how coping with uncertainty is critical to faculty and learners at all levels of education. Recognizing uncertainty in ourselves and understanding how testing or treatments are likely to help address uncertainty and explicitly discussing this with our learners is the best way to combat a hidden curriculum that is very intolerant of uncertainty. We will review the concept of uncertainty and discuss ways to personally cope with uncertainty and how to teach our learners to cope with it.

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

## Curriculum for Educators (continued)

- 1) Recognize how uncertainty is ubiquitous in the practice of medicine
- 2) Practice techniques to deal with their own uncertainty for their learners via role modeling exercises
- 3) Discuss how the search for certainty may impact the value of care delivered to patients

### Teaching your Residents to Teach: An Immersive Workshop

Instructors: Gretchen Diemer, MD, Dimitrios Papanagnou, MD, MPH, Abigail Wolf, MD

**Date: Friday, April 28, 2017**

Time: 1 – 3:30 p.m.

Location: TBD

Maximum Enrollment: 100

CME credits: 2.5

Regardless of discipline or specialty training, a significant portion of residents' responsibilities involves teaching and evaluating medical students and interns. Few of them, if any, however, have had formalized training in educational theory. In the face of Liaison Committee on Medical Education (LCME) and Accreditation Council for Graduate Medical Education (ACGME) requirements, graduate medical education programs must be able to deliver instructional programs to their housestaff on effective teaching principles.

This interactive workshop will provide an overview of the core educational skills residents will need to succeed as teachers of both medical students and interns. These will include principles of adult learning theory; effective feedback skills; appropriate coaching methods during procedural instruction; evaluation tools; and modeling tips for clinical decision-making. Workshop instructors will review these skills, and will facilitate a forum where participants will share and collaboratively design methods and curricular elements to develop

instructional sessions for their residents at their respective institutions.

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

- 1) Review essential components of a curriculum that will prepare residents to be effective teachers of interns and students (i.e., learning styles and preferences, adult learning theory, procedural learning, feedback and evaluation, clinical decision-making).
- 2) Apply pedagogical principles to design an instructional session for their own residents at their respective programs and departments (i.e., one-hour, three-hour, or half-day formats).
- 3) Develop a [specialty-neutral] instructional curriculum for residents that directly links to ACGME milestones (i.e., PC, SBP, ICS) Milestones

### Improve Your Bedside Teaching: Tips to Facilitate the Instruction of Different Learners in the Clinical Learning Environment

Instructor: Dimitrios Papanagnou, MD, MPH

**Date: Thursday, May 4, 2017**

Time: 12 – 1:30 p.m.

Location: TBD

Maximum Enrollment: 100

CME credits: 1.5

We have all experienced the challenges of teaching in the clinical learning environment (CLE). Whether dealing with time constraints, patient satisfaction scores, clinical efficiency, or precepting learners at varied levels of training, being an effective bedside teacher is not an easy feat. This workshop will facilitate a discussion on which practices will assist us in providing the highest quality patient care in the midst of teaching learners in the CLE.

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

- 1) Define the benefits of effective bedside teaching
- 2) Identify challenges to teaching at the bedside
- 3) Describe various modalities to teach learners at different stages of training at the bedside
- 4) Utilize the experience of the patient and family during the teaching session

## Instructional Technology Courses at the Center for Teaching and Learning

The Center for Teaching and Learning (CTL) Workshops are FREE, and are open to Jefferson faculty, staff, and students. Space is limited; advance registration is required. Register online and find complete descriptions at: <http://library.jefferson.edu/Education/EdServices/training.cfm>

If the time or dates listed do not fit your schedule, contact the instructor listed with that session to schedule a workshop for your department.

### Blackboard Learn: Essentials

Instructor: Edward Everett

**Date: Tuesday, August 16, 2016**

Time: 8:30 – 10 a.m.

Location: Jefferson Alumni Hall M-13A

Maximum Enrollment: 30

CME Credits: 1.5

**Date: Wednesday, January 4, 2017**

Time: 9 – 10:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credits: 1.5

Essentials focuses 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.

At the end of this session, participants should 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 and Surveys in Blackboard
- 3) Create and maintain a record of assessments in Grade Center
- 4) Use Blackboard's Communication Tools

### **Collaborate: Blackboard's Virtual Classroom**

Instructors: Edward Everett, Mary Gozza-Cohen, PhD

**Date: Monday, August 29, 2016**

Time: 9:30 – 11 a.m.

Location: Jefferson Alumni Hall Room M-13A

Maximum Enrollment: 30

CME Credits: 1.5

**Date: Monday, January 23, 2017**

Time: 11 a.m. – 12:30 p.m.

Location: Jefferson Alumni Hall, Room M-13A

Maximum Enrollment: 30

CME Credits: 1.5

Collaborate is Blackboard's virtual learning environment for courses, office hours, or conference calls. With a variety of audio and video communication tools, faculty and learners easily can join a session from almost any device with a wireless connection. Faculty may even use Collaborate to host a guest speaker and other invitees without Jefferson credentials. The browser-based tool fully integrates with Blackboard and enables faculty and learners to share content,

demo an application or collaborate in real-time. Faculty can also establish virtual breakout rooms for learners to engage in small groups.

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

- 1) Schedule and launch a Collaborate session
- 2) Use audio and video-conference tools to communicate in real time with learners
- 3) Use the Collaborate tools to create an interactive classroom experience for distance and hybrid courses

### **ExamSoft Basics**

Instructor: Kathleen Day, MS

**Date: Thursday, September 8, 2016**

Time: 12 – 1:30 p.m.

Location: Jefferson Alumni Hall M-13A

Maximum Enrollment: 30

**Date: Wednesday, January 11, 2017**

Time: 1 – 2:30 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

ExamSoft is a web-based solution that supports the entire testing process including exam creation, administration, secure delivery, scoring, and analysis. This workshop focuses on the mechanics of creating and posting exams. It is essential for anyone using the product including Administrative Assistants, Faculty and Course Coordinators.

Topics will include:

- 1) Navigating the interface
- 2) Adding/Importing questions
- 3) Creating and posting exams

### **Teaching and Supporting International Students and Other ESL Learners**

Instructor: James Dyksen, MEd-TESOL, Academic Development Specialist, Student Affairs

**Date: Tuesday, September 20, 2016**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

**Date: Wednesday, January 18, 2017**

Time: 11 a.m. – 12 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

International students and other students for whom English is a second language face a unique set of challenges and issues as they adjust to study in the degree programs at Jefferson, and, in many cases, to living in the US for the first time. This workshop will elicit faculty experiences teaching and working with ESL learners, including both concerns and effective strategies. The workshop is designed to develop awareness of the needs of international students and other ESL learners in Jefferson programs and classes, to discuss teaching, curriculum design and communication strategies that may help such students, and to identify resources across campus that may aid International and ESL learners with coursework and / or other areas of need.

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

- 1) Describe the unique needs of international students and other ESL learners
- 2) Develop strategies for addressing the needs or concerns of international students and other ESL learners

## Curriculum for Educators (continued)

- 3) Apply these alternative strategies to the learning environment
- 4) Identify available campus resources to support international students and other ESL learners

### Improving Assessment with ExamSoft

Instructor: Kathleen Day, MS

**Date: Thursday, September 22, 2016**

Time: 1– 2 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

**Date: Wednesday, January 25, 2017**

Time: 1 – 2:30 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

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.

Topics include:

- 1) Student Feedback reports
- 2) Self-directed learning
- 3) Early advising/remediation
- 4) Item analysis
- 5) Curricular goals and objectives

### Introducing iCE (Interactive Curricula Experience) to Your Course

Instructor: CTL Staff

**Date: Monday, September 26, 2016**

Time: 10– 11:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30  
CME Credits: 1.5

**Date: Tuesday, December 6, 2016**

Time: 9– 10:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30  
CME Credits: 1.5

**Date: Thursday, February 23, 2017**

Time: 9– 10:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30  
CME Credits: 1.5

**Date: Tuesday, April 18, 2017**

Time: 9– 10:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30  
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.

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

- 1) Develop content beginning with Objects (images, video or other course artifacts)
- 2) Organize Objects into Topics
- 3) Create Modules for courses using both self-developed content and shared content
- 4) Learn the steps to incorporate iCE into your course

### Rubrics: Improve Your Grading Efficiency and Reliability

Instructor: Kathleen Day, MS

**Date: Wednesday, September 28, 2016**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

**Date: Tuesday, February 21, 2017**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

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.

Topics will include:

- 1) What is a scoring rubric and why should I use one?
- 2) How to create, copy and edit a rubric?
- 3) How to associate a rubric with: assignments and discussions?
- 4) How to import and export rubrics?
- 5) How to grade with rubrics?

### Mobile Presenting Tips and Tricks

Instructors: Kathleen Day, MS, Sean Dyer

**Date: Thursday, October 6, 2016**

Time: 11 a.m. – 12 p.m.

Location: Scott Memorial Library, Room 306

Maximum Enrollment: 30

**Date: Wednesday, February 15, 2017**

Time: 1– 2 p.m.

Location: Scott Memorial Library, Room 306

Maximum Enrollment: 30

Sharing images, video and other content on the fly is becoming easier and easier to do with consumer tools, and select campus classrooms have been equipped with AppleTV to help this real-time sharing. This workshop will demonstrate various tools and techniques for sharing with a mobile or personal device in real time and introduce participants to more advanced tools that can be used for sharing screen recordings.

Topics will include:

- 1) AirDisplay
- 2) AirPlay (for projection)
- 3) Reflector (for Screen Recording)
- 4) QuickTime (for Screen Recording)

Please note: most of these tools are Apple OS based and may not be available on the Windows platform.

### Electronic Portfolios for Academic Programs and Career Success

Instructors: Anthony Frisby, PhD, Julie Phillips, PhD

**Date: Monday, October 10, 2016**

Time: 11 a.m.– 12 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

**Date: Friday, April 28, 2017**

Time: 9 – 10 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

The fields of art, architecture and engineering have long used portfolio's as a way for both students – and professionals – to show case their work. Not unexpectedly, these physical portfolios have found their way onto the digital world and are often called e-portfolios. Whether physical or electronic this tool for show casing a person's skills and experience is valuable. Both to the learner as evidence of their accomplishments and as a tool to help them stand out as a better candidate in the hiring process. Portfolios can also play an important role in the professional development of a student. Specific course projects that meet academic objectives can be reflected on, solidifying the students understanding of concepts and the skills they've mastered.

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

- 1) Identify how portfolios can be used in the academic program to track student progress and mastery of skills
- 2) Observe a demonstration of sample portfolios in Jefferson's portfolio product, Portfolium

- 3) Identify which assignments in your course would be appropriate for showcasing student achievement in a portfolio

### To Record or Not to Record: A Session on When, Why and How to Integrate Video Content

Instructor: Mary Gozza-Cohen, PhD

**Date: Tuesday, October 18, 2016**

Time: 9 – 10:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credits: 1.5

**Date: Wednesday, March 15, 2017**

Time: 10– 11:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credits: 1.5

Understanding the student benefits of instructor-recorded video content will be discussed. Equally as important is the understanding of when to do so – just because we can, doesn't mean we should. During this session, we will also explore tools that are user-friendly and freely available for use in our courses.

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

- 1) Describe the benefits of instructor-recorded video content
- 2) Describe ways in which video content may be effectively integrated into their course
- 3) Identify several user-friendly and freely available video tools
- 4) Develop a plan for at least one instructor-recorded video for the current or future semester

## Curriculum for Educators (continued)

### Nearpod Audience Response System

Instructors: Edward Everett, Brittany Clark

**Date: Tuesday, October 25, 2016**

Time: 9 – 10:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credits: 1.5

**Date: Friday, April 14, 2017**

Time: 10 – 11:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credits: 1.5

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.

At the end of this session, participants should be able 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

### Blackboard Learn: Grade Center

Instructor: Kathleen Day, MS

**Date: Thursday, November 3, 2016**

Time: 1 – 2 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

**Date: Friday, March 31, 2017**

Time: 11 a.m. – 12 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

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.

Topics will include:

- 1) Overview of the Grade Center
- 2) Create calculated/weighted columns
- 3) How to exempt grades
- 4) How to automatically re-grade an exam
- 5) How to use Grade Schema to report letter grades

### Building Interactives in iCE: Advanced iCE Skills Workshop

Instructors: CTL Staff

**Date: Monday, November 14, 2016**

Time: 10 – 11 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credits: 1.0

**Date: Friday, March 3, 2017**

Time: 9 – 10 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credits: 1.0

Registration is limited to participants who have previously contributed learning modules the content management system.

This is an advanced technological workshop on building interactive learning objects in iCE (Interactive Curricula Experience).

Course developers can create two different types of interactive features in iCE: Hotspots and Timelines. Hotspots allow learners to interact with a learning object and receive feedback in real time--think identifying anomalies on an ECG or identifying key structures in a brain scan. Timelines typically present information in a linear fashion such as the stages of fetal development or key moments in the development of occupational therapy as a profession. Timelines may also be used to describe a process such as the key steps in developing a public health message or pre-surgery routines. This workshop instructs learners on key questions and considerations to jumpstart interactive development for the iCE platform. Participants will be guided through the process for building Hotspots and Timelines in this experiential workshop.

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

- 1) Identify a potential Hotspot in the learner's discipline
- 2) Identify a potential Timeline in the learner's discipline
- 3) Describe two key differences between interactives and learning objects in iCE
- 4) Create an interactive for the iCE platform

### Clinical Behavior: Evaluating a Student's Professionalism

Instructors: Andrea Joseph, MS, RPh, Kathleen Day, MS

**Date: Wednesday, November 16, 2016**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

Many health care accreditation organizations require that programs not only foster professionalism, but also demonstrate that graduates possess these qualities. The evaluation of values, affect and communication skill is significantly more difficult than the evaluation of cognition or psychomotor skill. If evaluating professionalism troubles you, this one-hour workshop should begin to ease your discomfort.

Topics include:

- 1) Validity of measurement in the affective domain
- 2) Strategies to improve reliability of affective domain assessment instruments
- 3) Formative and summative evaluations of professionalism

### **Assessing the Skillful (or not-so Skillful) Practitioner**

Instructors: Katherine T. Berg, MD, MPH, Kathleen Day, MS

**Date: Tuesday, November 29, 2016**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

The psychomotor domain is by far the most resource intensive of the three (cognitive, affective, psychomotor) domains to measure. This one-hour workshop will explore the difficulties associated with evaluating skill performance and strategies to overcome these obstacles.

Topics include:

- 1) Validity of measurement in the psychomotor domain
- 2) Skill acquisition, scaffolding and the assessment cycle
- 3) Strategies to reliably recognize the skillful practitioner

### **Teaching with iCE: Too Cool for School**

Instructor: Julie D. Phillips, PhD

**Date: Friday, December 16, 2016**

Time: 9 – 10 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

The iCE (Interactive Curricula Experience) Platform & App, a locally developed content management system, literally places the learning experience at the student's fingertips. The platform encourages course developers to re-think the organization and presentation of learning materials based on how they wish the learner to engage with the course content. During the session, a sample module with related topics will be deconstructed for participants. Content developers will describe the organization of at least one topic from two perspectives—the pedagogical and the visual. Templates used to create individual topics will be shared with participants to make the design process transparent. The facilitator will describe best practices in course design and development throughout the workshop, including the importance of a consistency in creating and delivering content, the benefits of multiple kinds of learning objects, and the ability for learners to interact with course materials.

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

- 1) Describe three course design principles
- 2) Identify key characteristics of the iCE platform
- 3) Apply the iCE template to a topic



# Curriculum for Researchers and Scholars

## ***The Roadmap to Clinical Research at Jefferson: A Four-Part Series***

### **Part 1: Negotiating the IRB Process**

Instructor: Kyle Conner, MA, CIP

**Date: Wednesday, September 21, 2016**

Time: 12 – 1:30 p.m.

Location: Jefferson Alumni Hall,  
Brent Auditorium

Maximum Enrollment: 100

CME credits: 1.5

Federal regulations mandate that research involving human subjects have IRB approval prior to study initiation. In order to be a successful clinical researcher, investigators need to be familiar with the IRB process as well as with the regulatory framework within which we all must operate. Negotiating the IRB process for first-time (and even seasoned) investigators can sometimes be a daunting task in an ever-evolving regulatory landscape. This session will be devoted to discussing the IRB submission process at Jefferson, the ethical principles of human research, as well as some of the current hot topics of human research and how they are handled at Jefferson.

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

- 1) Describe the IRB submission and review process
- 2) Describe and understand the importance of basic ethical principles underlying human research
- 3) Find appropriate resources on the IRB website

### **Part 2: Understanding the Clinical Trials Process: The Role of Business Operations for Your Clinical Research**

Instructors: Ronald Polizzi, MBA,  
Michael Caggiano, Jennifer Lott, MSLIS,  
Laura Vinci, RN, MBA

**Date: Monday, October 3, 2016**

Time: 12 – 1:30 p.m.

Location: Jefferson Alumni Hall,  
Brent Auditorium

Maximum Enrollment: 30

The workshop will cover the administrative processes and best practices in order to expedite the pathway to subject enrollment. Time will also be spent on the negotiation of the clinical trial agreement. Additional topics that will be explored will include budgeting, financial management, and billing regulations.

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

- 1) Describe the administrative processes prior to working with an industry sponsor
- 2) Understand the contracting, budgeting, and financial management of a clinical trial
- 3) Define the purpose and rationale of the coverage analysis.

### **Part 3: Destination Data: How to Request and Use Real-World EMR Data for Research and Clinical Insights**

Instructors: Michael Li, Maria Ricci

**Date: Tuesday, January 10, 2017**

Time: 12 – 1:30 p.m.

Location: TBD

Maximum Enrollment: 100

CME Credits: 1.5

This session is intended to provide a roadmap introduction on electronic medical record (EMR) data and analytics

so clinicians can understand views and perspectives from statisticians and data scientists. This session will focus on how to use EMR data to perform observational studies and for empirical research. EMR data limitations, analytic methods, and how to effectively use EMR data to carry out analytic research will be discussed during the workshop. This session will also describe the process for requesting data.

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

- 1) Describe the general framework of observational research using EMR data
- 2) Introduce EMR data and final research data sets
- 3) Discuss how to analyze and think about data, and how to extract clinical insights
- 4) Identify tricks for feasibility assessment of a study
- 5) Review data requests; consult and data discovery processes; and data delivery

### **Part 4: Clinical Trials: Managing your trials in JeffTrials and EPIC**

Instructors: Paul Park, Melanie Gironde

**Date: Tuesday, May 9, 2017**

Time: 12 – 1:30 p.m.

Location: TBD

Maximum Enrollment: 100

CME credits: 1.5

JeffTrials and Epic functionality allows administrators and coordinators to actively manage the life cycle of a study. Discover ways to manage your trials and patient enrollments in JeffTrials and how that interacts with EPIC. Identify best practices for associating orders, procedures, and visits with a research study in EPIC and the downstream effects including research billing, chart review, and reporting. Learn about tools within EPIC to increase study participation, notifications for patient



# Curriculum for Researchers and Scholars (continued)

related events, and other features to help manage your studies.

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

- 1) Describe the workflow for managing studies in JeffTrials
- 2) Describe what information will be sent from JeffTrials to EPIC
- 3) Describe research functionality in EPIC to help manage studies

## Getting Started: Identifying Funding Opportunities with Jefferson Resources

Instructors: Gary Kaplan, Molly Gerber

**Date: Wednesday, October 5, 2016**

Time: 8 – 9 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

**Date: Wednesday, March 8, 2017**

Time: 8 – 9 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

Wondering how to fund your next project? Numerous opportunities are offered by non-federal funding organizations, such as disease-specific associations and foundations, to get your concept off the ground.

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

- 1) Identify the steps, from 'Concept through Submission'
- 2) Decide how to make use of funding databases, such as Pivot and the Jefferson Research Website to identify appropriate opportunities
- 3) Access relevant services of the Office of Institutional Advancement, Center for Teaching and Learning, Research Administrative Center of Excellence, and the Office of Research Administration

## Export Control: How it Can Affect Your Research Project

Instructor: Niki Weiss

**Date: Tuesday, October 11, 2016**

Time: 12 – 1 p.m.

Location: TBD

Maximum Enrollment: 30

**Date: Tuesday, March 14, 2017**

Time: 12 – 1 p.m.

Location: TBD

Maximum Enrollment: 30

As Jefferson expands its international footprint within the research community, it has become necessary for PI's, administrators and research staff to understand and comply with the federal regulations regarding Export Control. If your project involves collaborations with foreign colleagues in countries outside the U.S., shipment of biological samples or equipment to a foreign country, or restrictions on published results, then this workshop will be important to your projects.

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

- 1) Explore the process of searching through the governmental 'Restrictive Party List'
- 2) Understand how items are listed on Commerce Control List
- 3) Discuss 'Best Practices' to protect research from unauthorized foreign distribution

## Systematic Reviews

Instructors: Pat Wynne, MS, BSN, Ben Lieby, PhD

**Date: Thursday, October 13, 2016**

Time: 1 – 2 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

Are you thinking about creating a systematic review? Librarians at Scott Library, along with Ben Leiby, Director for the Division of Biostatistics with the Department of Pharmacology and Experimental Therapeutics, will inform you about the process.

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

- 1) Distinguish between review types to inform a decision in initiating a systematic review
- 2) Utilize standards such as PRISMA to create a rigorous and publication-worthy systematic review
- 3) Plan for appropriate statistical analysis in a systematic review or meta-analysis

## Health Services and Patient Centered Outcomes Research

Instructors: Brendan Carr, MD, Kristin Rising, MD, Ron Myers, PhD

**Date: Friday, October 21, 2016**

Time: 9 a.m. – 12 p.m.

Location: Hamilton Building, Room 505

Maximum Enrollment: 100

CME credits: 2.75

Health services research (HSR) is the multidisciplinary field of scientific investigation that studies how social factors, financing systems, organizational structures and processes, health technologies, and personal behaviors affect access to health care, the quality and cost of health care, and ultimately our health and well-being.

Patient-Centered Outcomes Research (PCOR) helps people and their caregivers communicate and make informed health care decisions, allowing their voices to be heard in assessing the value of health care options.

HSR and PCOR share a number of methods and can be used to assess the impact of delivery system interventions. This workshop will introduce faculty members to these types of research

using examples from the instructors' research portfolio. The discussion will focus on the suggested course of training in order to develop a successful research career, provide examples of successful grant applications, and offer guidance on how to navigate early career development.

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

- 1) Describe the history of health services research and patient centered outcomes research
- 2) Identify specific examples of HSR and PCOR
- 3) Create a community of researchers at Jeff committed to HSR and PCOR

### High Impact Publishing

Instructors: Dan Kipnis, MS, Jennifer Wilson, MS

**Date: Wednesday, October 26, 2016**

Time: 10 – 11 a.m.

Location: Jefferson Alumni Hall, Room M13

Maximum Enrollment: 30

Academic publishing is undergoing a dramatic shift as journals become more specialized and the number of publishing outlets surge. Understanding the publishing world and its potential impact on one's career can be confusing and mysterious. This workshop provides an introduction to academic publishing by exploring the metrics and tools used to determine "impact." Facilitators will explore the concept of "high impact" publishing, discuss two tools for assessing a journal's impact factor, and discuss the evolution of academic publishing, including predatory publishing practices and open access journals.

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

- 1) Discuss some of the metrics used for

determining impact factor

- 2) Describe at least one tool for determining a journal's impact factor
- 3) Identify future trends in academic publishing

### Survey Research Workshop

Instructor: Carolyn Giordano, PhD

**Date: Thursday, November 10, 2016**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credits: 1.0

Survey fatigue is a threat to survey validity. To alleviate this issue, the Office of Institutional Research has implemented a survey policy for TJU. This workshop will teach the attendees how to submit student survey proposals and create valid surveys. We will discuss question bias: how word choice can influence respondents' answers. We will identify bias and develop ways to avoid using bias in survey questions. Additionally, we will discuss how to determine which type of question format is most applicable for the information needed. Finally, participants will learn some basic features of Survey Monkey to create professional-looking surveys.

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

- 1) Submit a survey for OIR approval
- 2) Identify bias and rewrite questions to eliminate bias
- 3) Choose appropriate questions to acquire the needed information
- 4) Create a survey in SurveyMonkey

### Grant Writing Workshop Series

Instructors: Raymond Penn, PhD, Scott Waldman, PhD, Gerald Grunwald, PhD, Carol Prem, Deborah Roussel

**Dates: Tuesdays; November 15, November 29, December 6, December 13, 2016 and January 10, 2017**

Time: 12 – 1:30 p.m.

Location: See locations when registering for these workshops

Maximum Enrollment: 50

CME Credits: 1.5 per session

The five session workshop series, taught by experienced investigators, will help early to mid-career investigators to successfully prepare and submit competitive research proposals. The series is designed to prepare investigators for submission of an NIH type grant. The series will be most helpful to those investigators who are currently in the process of preparing a grant submission and have identified a senior faculty mentor to review components of the grant as they are developed.

Session topics include:

- 1) Understanding the review process and general strategies for grant preparation
- 2) Writing a grant, Part 1: Specific Aims, Significance/ Innovation, and Preparing a response to an A0 submission
- 3) Writing a grant Part 2: Organization and Development of the Research Strategy
- 4) Grant Writing Tips: Grammar/Style/Tone, Success Strategies, Common Missteps, and Helpful Resources
- 5) Nuts and Bolts of Grant Submission: Preparation of the Budget, Electronic Submission, Etc.

At the end of the series, participants should be able to:

- 1) Discuss the scientific review process including how grants are reviewed and scored

# Curriculum for Researchers and Scholars (continued)

- 2) List different types of grant mechanisms and explain the best mechanisms to use for specific types of research
- 3) Define strategies for the preparation of a successful grant preparation process
- 4) Prepare an accurate budget for an R0-1 type grant application

## Key Steps in Writing—and Publishing—Your Manuscript

Instructor: Jennifer Wilson, MS

**Date: Tuesday, November 22, 2016**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

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.

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

- 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

## Innovation 101: Thinking Outside the Box at Jefferson

Instructor: Rose Ritts, PhD, MS

**Date: Friday, December 9, 2016**

Time: 8– 9:30 a.m.

Location: TBD

Maximum Enrollment: 100

The Innovation Pillar at Thomas Jefferson University has created a buzz on campus. Since its creation in 2014, the Innovation Pillar has nurtured entrepreneurialism in the Jefferson community. Its goal is to

create an ecosystem that advances the commercialization of new technologies through staff support; mentorship; education; and partnerships in translating new discoveries into practical applications.

In her role as the Executive Vice President and Chief Innovation Officer at Jefferson, Rose Ritts is creating a world-class engine for innovation at Jefferson. Through her leadership, the Innovation Pillar is advancing the University's commitment to developing products and services for commercialization; and through partnerships with like-minded organizations, the Innovation Pillar is driving unique programs that transform how Jefferson delivers patient care and education.

During this 90-minute interactive workshop, Dr. Ritts will use real-world, clinical problems at Jefferson to guide learners in applying an innovative mindset to arrive at novel solutions.

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

- 1) Define innovation
- 2) Identify the attitudes and behaviors that are critical to the fostering innovative solutions at Jefferson
- 3) Discuss methods to support marketing in innovation
- 4) Recognize and develop investable opportunities

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

Instructor: Jennifer Wilson, MS

**Date: Thursday, March 23, 2017**

Time: 12 – 1 p.m.

Location: Scott Memorial Library, 200A

Maximum Enrollment: 30

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. This workshop will focus on these habits and provide practical advice for fostering them in your own writing.

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

- 1) Define the five habits of successful writers
- 2) Describe how the writing process can be improved
- 3) Identify practical ways to integrate these habits to achieve individual writing goals

## 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 email paul.hunter@jefferson.edu to schedule)

Mendeley is an online bibliographic management tool, offering 2 GB of free storage, which 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.

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

- 1) Organize references

- 2) Synchronize content across multiple platforms
- 3) Import citations and full-text from multiple sources
- 4) Generate bibliographies, utilizing a common citation style (e.g., APA)

### Twitter for Beginners

Instructor: Dan Kipnis, Gary Kaplan

#### Date: By request

Time: 45 minutes

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

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

Follow @SMLibrary\_TJU on Twitter!

### 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](mailto:daniel.kipnis@jefferson.edu) to schedule)

Stop typing your bibliographies. Sign-up for this workshop to acquaint yourself with how to use RefWorks for the first time. More than 6,400 Jeffersonians use RefWorks, a web-based database and bibliography creation program, available from Scott Library. Learn to create, organize, and access personal databases of bibliographic citations. Save time and let RefWorks format your bibliography for you. We'll show you how to use Refworks to import, export, search, and format citations, and use RefShare to collaborate and share databases with your colleagues.

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

Instructor: Dan Kipnis

#### Date: By request

Time: 3 hours

Location: Office Consultation (call 215-503-2825 or e-mail [daniel.kipnis@jefferson.edu](mailto: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.

### 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](mailto: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.

### Grants Information

Instructor: Gary Kaplan

#### Date: By request

Time: 60 minutes

Location: Office Consultation (call 215-503-7676 or e-mail [gary.kaplan@jefferson.edu](mailto: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: 45 minutes

Location: Office Consultation (call 215-503-2825 or e-mail [daniel.kipnis@jefferson.edu](mailto: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:

- 1) How to access the database via the Scott Memorial Library website
- 2) Personal accounts
- 3) What is MeSH?
- 4) What is a Scope Note?
- 5) How does the Explode feature work in OVID?
- 6) Explode versus Focus
- 7) How to limit searches
- 8) How to save, print, and email citations
- 9) Find Similar feature
- 10) Find Citing Articles feature
- 11) 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](mailto: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

# Curriculum for Researchers and Scholars (continued)

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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:

- 1) Limits
- 2) Journal browser
- 3) MeSH browser
- 4) Single citation matcher
- 5) Truncation
- 6) Search field tags
- 7) Journals Databases
- 8) PreMEDLINE
- 9) Natural language searching
- 10) Clinical Queries using research methodology filters
- 11) Creating search filters

## **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.  
Learn how the JDC complements Xythos  
and the Faculty Interests Database. The  
JDC is free to all Jeffersonians.

## **Finding Health Information for Your Patients**

Instructor: Dan Kipnis

**Date: By request**

Time: 30 minutes

Location: Office consultation (call  
215.503.2825 or email dan.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.

# Curriculum for Leadership and Professional Development

## Stand-Out Presentation Skills: Didactic Session

Instructor: Dana Band, MSOD\*

**Date: September 23, 2016**

Time: 7:30 – 9 a.m.

Location: Bluemle Life Sciences Building, Room 105/107

Maximum Enrollment: 75

CME credits: 1.0

Thomas Jefferson University is excited to offer a professional development workshop on the development of faculty members' presentation skills. This workshop will assist individuals to present themselves in a manner that increases their confidence in front of a variety of audiences, and make their messages even more memorable. Faculty will have the opportunity to learn methods that will increase their confidence with speaking in front of very important audiences.

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

- 1) Identify a process to prepare for a variety of presentation opportunities
- 2) Apply a model to organize and prioritize material presented
- 3) Use stories to make presentations vivid and memorable
- 4) Use visualizing to clarify ideas and boost retention
- 5) Engage the audience to hold attention and gain buy-in

## Stand-Out Presentation Skills Workshop: Immersive Workshop

Instructor: Dana Band, MSOD\*

**Date: September 23, 2016**

Time: 9 a.m. – 12 p.m.

Location: Bluemle Life Sciences Building, Room 105/107

Maximum Enrollment: 25

CME credits: 2.75

The follow-up immersive workshop will consist of exercises, coaching, and feedback sessions. Registration for this hands-on skills laboratory will be limited. To participate in this session, faculty members must participate in the preceding didactic session.

Participants will have the opportunity to demonstrate their skills and receive specific feedback on how to take action immediately to improve their presentation skills. The Stand-Out Presentation Lab will reinforce new presentation skills. Time will be spent practicing the delivery of strong openings that will grab the audience's participation, as well as memorable closings that will spark action and results.

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

- 1) Identify a process to prepare for a variety of presentation opportunities
- 2) Apply a model to organize and prioritize material presented
- 3) Use stories to make presentations vivid and memorable
- 4) Use visualizing to clarify ideas and boost retention
- 5) Engage the audience to hold attention and gain buy-in

*\* An expert in performance-based coaching, Dana Band works with individuals to become "Stand-Out Presenters" – on stage and in person. Dana immerses learners in workshops that allow them to experiment with new presentation techniques; gain insight into personal presentation habits; and deliberately practice the skills required to become a stand-out presenter. Her career highlights include, but are not limited to, sales training at Xerox North America for ten years, where she honed her presentation skills to mastery level; and training, consulting, and instruction at the world-famous Dale Carnegie Corporation. Dana's focus on personal training and development started as a guide for 1- to 30-day adventure-based team building. Dana Band earned her Master's Degree in Organizational Dynamics from the University of Pennsylvania.*

## 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

**Date: Tuesday, October 4, 2016**

Time: 4 – 5 p.m.

Location: 119 College (126 Conference Room)

Maximum Enrollment: 20

**Date: Wednesday, February 22, 2017**

Time: 4 – 5 p.m.

Location: 119 College (126 Conference Room)

Maximum Enrollment: 20

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

# Curriculum for Leadership and Professional Development (continued)

## New Faculty: Preparing for Success in an Academic Career

Instructor: Karen Novielli, MD

**Dates: Wednesdays: October 5, October 12, October 26, November 2, November 9 and November 30, 2016**

Time: 8 – 9 a.m.

Location: 119 College  
(126 Conference Room)

Maximum Enrollment: 30

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)

1961 Fund Program:  
Focus on Professional  
Development of Women

## Time Management and Organizational Strategies

Instructor: Susan Johnson, MD, MS \*

**Date: Monday, October 17, 2016**

Time: 9 a.m. – 12 p.m.

Location: Jefferson Alumni Hall,  
Eakins Lounge

Maximum Enrollment: 100

CME credits: 2.75

This session will address strategies that can improve productivity at work and in your personal life.

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

- 1) Choose their work appropriately (and sometimes saying 'no')
- 2) Keep track and record their work and time
- 3) Manage email more effectively and more efficiently
- 4) Plan their days and their weeks to match competing priorities
- 5) Identify effective methods to overcome procrastination

*\* Dr. Susan R. Johnson received her BS and MD, as well as MS in Preventive Medicine and Environmental Health from the University of Iowa. She completed her residency training in Obstetrics and Gynecology at the University of Iowa Hospitals and Clinics, and subsequently joined the faculty of the Department of Obstetrics and Gynecology, where she is currently Professor. In 1999 she received a secondary appointment in the Department of Epidemiology in the College of Public Health. Dr. Johnson's clinical and research interests have been in the areas Premenstrual Syndrome and menopausal health issues. She was the Associate Dean for Faculty Affairs in the Carver College of Medicine from 1994 to 2003, and the Associate Provost for Faculty from 2005 to 2009. She currently serves as University Ombudsperson for the University of Iowa.*

## Resources to Boost Your Time Management: Practical Solutions and Concierge Services

Instructor: Susan Shaffer

**Date: Monday, October 17, 2016**

Time: 1 – 2 p.m.

Location: Jefferson Alumni Hall,  
Eakins Lounge

Maximum Enrollment: 100

Faculty members' lifestyles are busier than ever, which makes managing their work-life balance even more challenging. This session, led by Jefferson's Human Resources, will focus on helping faculty unload some of the items on their to-do list. Whether it's reservations, scheduling, errands, shopping, deliveries, or daycare – there are user-friendly options available for our faculty to arrive at practical solutions and effective time management strategies.

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

- 1) Discuss the challenges faculty face with effective time management and work-life balance
- 2) Identify resources available for faculty to improve organization and boost time management
- 3) Describe concierge services that might be beneficial for some faculty to explore

## Strategic Career Advancement, Time Management and Promotion

Instructors: Christine Arenson, MD, Susan Johnson, MD, MS, Karen Knudsen, PhD; Vijay Rao, MD

**Date: Monday, October 17, 2016**

Time: 2 – 3:30 p.m.

Location: Jefferson Alumni Hall,  
Eakins Lounge

Maximum Enrollment: 100

CME credits: 1.5

This session will feature several of Jefferson's successful female faculty members and focus on their career advancement. Panelists will discuss their personal experiences and challenges; relate how their journeys evolved over the years; and share successful strategies on managing the work-life balance.



Following this session, there will be a wine and cheese reception, where junior faculty members will have the opportunity to ask focused questions, share their CVs, and seek-out senior mentorship opportunities and career advisement.

Please be sure not to miss this amazing session with these amazing and accomplished panelists as they share their academic success stories, which will certainly help faculty with their academic promotions.

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

- 1) Anticipate obstacles and challenges during the nascent stages of career advancement
- 2) Share work-life experiences and lessons learned as exemplars for junior faculty members' career advancement
- 3) Discuss effective time management strategies that junior faculty members can immediately apply in their professional and/or personal lives

### **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: Tuesday, October 18, 2016**

Time: 12 – 1 p.m.

Location: 119 College  
(126 Conference Room)

Maximum Enrollment: 20

**Date: Thursday, February 16, 2017**

Time: 12 – 1 p.m.

Location: 119 College  
(126 Conference Room)

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.

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

Instructor: Bernie Lopez, MD

**Date: Friday, December 9, 2016**

Time: 12 – 1:30 p.m.

Location: TBD

Maximum Enrollment: 100

CME credits: 1.5

**Date: Wednesday, April 26, 2017**

Time: 4 – 5:30 p.m.

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 then have the chance to discuss steps they may take to lessen its effects on their daily interactions.

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

- 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

### **Networking and your Academic Career: Why It Matters and How to Do It**

Instructor: Karen Novielli, MD

**Date: Tuesday, January 10, 2017**

Time: 4 – 5 p.m.

Location: 119 College (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: Wednesday, January 18, 2017**

Time: 4 – 5 p.m.

Location: 119 College  
(126 Conference Room)

Maximum Enrollment: 20

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

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

Instructor: Karen Novielli, MD

**Date: Tuesday, February 21, 2017**

Time: 3 – 5 p.m.

Location: Room 119 College  
(Diversity Conference Room 126)

Maximum Enrollment: 30

During this interactive and reflective workshop, participants should:

- 1) Learn new approaches to obtaining mentoring
- 2) Describe what makes successful mentoring experiences
- 3) Develop tips for mentees
- 4) Develop an immediate next step for an individual mentoring plan.

# Curriculum for Leadership and Professional Development (continued)

## 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.

## 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. Application forms are available from Chelsea Dougherty in mid-June.

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

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**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.

# Self-Directed Learning Modules

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**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](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.

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## Web-Based Self-Directed Learning Modules

### **PowerPoint Series**

Available online anytime at:  
[http://jeffline.jefferson.edu/  
Education/sdl/ppt](http://jeffline.jefferson.edu/Education/sdl/ppt)

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.

The first module, Microsoft Power Point: Getting Started, demonstrates PowerPoint basics. Participants will learn how to:

- Open a new presentation
- Choose an output type
- Apply a design template
- Add and format text
- Create speaker notes
- Print handouts
- Save a presentation

### **Copyright and Fair Use Guidelines**

Available online anytime at:  
[http://jeffline.jefferson.edu/Education/  
programs/aisr-sdl/copyright](http://jeffline.jefferson.edu/Education/programs/aisr-sdl/copyright)

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.

