



Program in Faculty Development

2017 – 2018

HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

Institutional Faculty Development Team: 2017 – 2018

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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Vice Dean for Faculty Affairs and Professional Development
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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 at Thomas Jefferson University! This booklet will provide you with information on the TJU Faculty Development Program for the 2017-2018 academic year, including course listings, registration information, and general program information. This booklet features two "At-A-Glance" outlines of faculty development offerings: 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. Faculty development programs scheduled for the 2017-2018 academic year are designed to help you reach your goals of excellence in education, scholarship, professional development and leadership. We look forward to your participation in this important program!

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



General Information

Registration

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

To register for Faculty Development sessions go to the following URL which can also be accessed through the TJU Faculty Development website: www.jefferson.edu/faculty_development

Continuing Education (CME) credit

Sidney Kimmel Medical College

Eligible SKMC faculty at Thomas Jefferson University will receive a.m.A 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 a.m.A PRA Category 1 Credit(s)™ Physicians should claim only the credit commensurate with the extent of their participation in the activity.

All faculty at continuing educating activities for nurses, physicians and allied health professionals are required to disclose to the audience:

1. Any significant financial relationships with the manufacturer(s) of any commercial products, goods or services
2. Any unlabeled/unapproved uses of drugs or devices discussed in their presentations.

None of the members of the Faculty Development Team, nor the staff of the Office of CME have any relationships to disclose.

Individual presenter disclosures will be made in writing in the course presentation materials. *Jefferson Conflict of Interest resolution process may result in changes to the program agenda.*

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 or 215-955-5272.

Additional Continuing Education Credits may become available during the year

Check our website for up-to-date information.

Refreshments

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

Evaluations

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

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 dimitrios.papanagnou@jefferson.edu

Additional Sessions/Session Cancellations or Changes

Additional sessions may be scheduled throughout the year. Faculty will be notified via e-mail of additional faculty development sessions. It is also possible that a session may be cancelled or rescheduled. Any session changes or cancellations will be noted on the TJU Faculty Development website.

"At-a-Glance" Course Outline

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

Curriculum for Educators

- **Creating and Managing Activities in Blackboard**
Date: Wednesday, August 2, 2017
Time: 12 p.m. – 12:30 p.m.
- **Camp EdVenture**
Date: Friday, August 4, 2017
Time: 8:30 p.m. – 3:30 p.m.
- **Blackboard Learn: Essentials**
Date: Tuesday, August 8, 2017
Time: 10 a.m. – 11:30 a.m.
- **ExamSoft Basics**
Date: Wednesday, August 9, 2017
Time: 10 a.m. – 11:30 a.m.
- **Making Your Blackboard Course Visually Pleasing**
Date: Wednesday, August 9, 2017
Time: 12 p.m. – 1 p.m.
- **Creating and Managing Blackboard Groups and Discussions**
Date: Thursday, August 10, 2017
Time: 10 a.m. – 11 a.m.
- **Using Multiple Methods for Teaching, Engaging, and Assessing Students**
Date: Tuesday, August 15, 2017
Time: 1 p.m. – 2 p.m.
- **Creating a Welcome Video for Your Course**
Date: Wednesday, August 16, 2017
Time: 12 p.m. – 1 p.m.
- **Assessment 101: The Basics of Assessment**
Date: Thursday, August 17, 2017
Time: 12 p.m. – 1 p.m.
- **Active Teaching, Engaging Minds**
Date: Wednesday, August 23, 2017
Time: 5:30 p.m. – 7 p.m.
- **Introducing iCE (Interactive Curricula Experience) to Your Course**
Date: Friday, August 25, 2017
Time: 9 a.m. – 10:30 a.m.
- **Collaborate – Blackboard's Virtual Classroom**
Date: Tuesday, August 29, 2017
Time: 10 a.m. – 11 a.m.
- **Creating a Learner-Centered Environment**
Date: Wednesday, August 30, 2017
Time: 5:30 p.m. – 6:30 p.m.
- **Utilizing Academic Support at TJU**
Date: Wednesday, September 5, 2017
Time: 10 a.m. – 11 a.m.
- **Managing Blackboard's Grade Center**
Date: Wednesday, September 6, 2017
Time: 12 p.m. – 12:30 p.m.
- **Creating an Effective Learning Assignment or Experience**
Date: Thursday, September 7, 2017
Time: 12 p.m. – 1 p.m.
- **Rubrics: Improve Your Grading Efficiency & Reliability**
Date: Friday, September 8, 2017
Time: 10 a.m. – 11 a.m.
- **Writing Better Test Questions**
Date: Monday, September 11, 2017
Time: 10 a.m. – 11 a.m.
- **Teaching in Different Environments**
Date: Tuesday, September 12, 2017
Time: 1 p.m. – 2 p.m.
- **Teaching and Supporting International Students and Other ESL Learners**
Date: Wednesday, September 13, 2017
Time: 11 a.m. – 12:30 p.m.
- **Providing Feedback to Students**
Date: Wednesday, September 13, 2017
Time: 12 p.m. – 12:30 p.m.
- **Fantastic Resources and Where to Find Them!**
Date: Thursday, September 14, 2017
Time: 12:30 p.m. – 1:45 p.m.
- **Arts Integrated Curriculum Design: An Introduction**
Date: Friday, September 15, 2017
Time: 9 a.m. to 12 p.m.
- **Executive Function: What Do Air Traffic Controllers, Conductors and Executives Have in Common?**
Date: Tuesday, September 19, 2017
Time: 3:30 p.m. – 4:30 p.m.
- **Identifying Misconceptions: Tools for Checking Student Understanding**
Date: Wednesday, September 20, 2017
Time: 12 p.m. – 1 p.m.
- **Building a Better Lecture**
Date: Wednesday, September 20, 2017
Time: 5:30 p.m. – 6:30 p.m.
- **Facilitating Discussion 101: Basics and Essentials**
Date: Monday, September 25, 2017
Time: 5:30 p.m. – 6:30 p.m.

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- **Not Another Test! Beyond High Stakes Testing**
Date: Tuesday, September 26, 2017
Time: 12 p.m. – 1:30 p.m.
 - **The Active Learning Lecture**
Date: Thursday, September 28, 2017
Time: 11 a.m. – 12 p.m.
 - **Implementing Best Practices for Technology-Assisted Peer Reviews of Student Papers**
Date: Tuesday, October 3, 2017
Time: 12:30 p.m. – 2 p.m.
 - **The New Science of Learning: Strategies and Applications Designed to Facilitate Student Learning**
Date: Friday, October 6, 2017
Time: 9 a.m. – 10 a.m.
 - **Motivating and Engaging Students in the Classroom: Advancing the Understanding and Applications of How Students Learn**
Date: Friday, October 6, 2017
Time: 10:30 a.m. to 12 p.m.
 - **Feedback for Improved Learning & Performance**
Date: Tuesday, October 10, 2017
Time: 12 p.m. – 1 p.m.
 - **ADHD in Your Classroom: What Is It And How To Recognize And Teach These Students With Empathy And Effectiveness**
Date: Tuesday, October 17, 2017
Time: 3:30 p.m.– 4:30 p.m.
 - **Improving Assessment with ExamSoft**
Date: Wednesday, October 18, 2017
Time: 10 a.m. – 11 a.m.
 - **OrciD, Scopus, and Google Scholar, Oh My! – As You Walk the Road of Research, These Can Help Track Your Journey**
Date: Monday, October 23, 2017
Time: 12 p.m. – 1 p.m.
 - **A Look at Online and Hybrid/ Blended Course (Re-)Design and the Student Experience**
Date: Tuesday, October 24, 2017
Time: 1 p.m. – 2 p.m.
 - **A Novel Method to Publish Your Educational Scholarship and Work: MedEDPortal!**
Date: Tuesday, October 17, 2017,
Time: 8 a.m. – 9 a.m.
 - **Blackboard Learn: Grade Center**
Date: Tuesday, November 7, 2017
Time: 10 a.m. – 11 a.m.
 - **Experimenting Team-Building Strategies in an Innovative Nexus Learning Capstone Course**
Date: Tuesday, November 7, 2017
Time: 11 p.m. – 12 p.m.
 - **Teaching and Learning Online: A Dive into the Unknown**
Date: Tuesday, November 7, 2017
Time: 1 p.m. – 2:30 p.m.
 - **Electronic Portfolios for Academic Programs and Career Success**
Date: Tuesday, November 7, 2017
Time: 5:30 p.m. – 6:30 p.m.
 - **Engaging Students and Facilitating Interaction Using VoiceThread**
Date: Tuesday, November 14, 2017
Time: 11 a.m. – 12 p.m.
 - **Introduction to High-Functioning Autism Spectrum Disorder in College Students**
Date: Tuesday, November 14, 2017
Time: 3:30 p.m. – 4:30 p.m.
 - **Creating & Maintaining a Sense of Community in Fully Online Learning Environments**
Date: Tuesday, November 28, 2017
Time: 1 p.m. – 2 p.m.
 - **Reflection as a Tool for Teaching and Learning**
Date: Tuesday, December 12, 2017
Time: 10 a.m. – 11 a.m.
 - **Introduction to Adult Learning and its Application to the Health Professions**
Date: Friday, December 15, 2017
Time: 12 p.m. – 1 p.m.
 - **Creating a Welcome Video for Your Course**
Date: Wednesday, January 3, 2018
Time: 12 p.m. – 1 p.m.
 - **Creating a Structure to Support Your Students**
Date: Wednesday, January 10, 2018
Time: 12 p.m. – 1 p.m.
 - **Improve Your Bedside Teaching: Facilitating Education in the Clinical Learning Environment**
Date: Friday, January 12, 2018
Time: 12 p.m. – 1 p.m.
 - **Giving Effective Feedback**
Date: Friday, January 19, 2018
Time: 12 p.m. – 1 p.m.
 - **Active Teaching, Engaging Minds**
Date: Wednesday, January 17, 2018
Time: 9 a.m. – 10:30 a.m.
 - **Strategies for Giving Students Meaningful Feedback**
Date: Wednesday, January 24, 2018
Time: 12 p.m. – 1 p.m.
 - **Nexus Learning 101: Active Learning Strategies**
Date: Friday, January 26, 2018
Time: 11 a.m. – 1 p.m.
 - **Creating a Learner-Centered Environment**
Date: Monday, January 29, 2018
Time: 10 a.m. – 11 a.m.

"At-a-Glance" Course Outline

- **Getting Started with Flipped Learning**

Date: Wednesday, February 2, 2018
Time: 12 p.m. – 1 p.m.

- **Game-Based Learning: Getting Started**

Date: Tuesday, February 6, 2018
Time: 11 a.m. – 12 p.m.

- **Tools for Collaborative Creation**

Date: Wednesday, February 7, 2018
Time: 12 p.m. – 12:30 p.m.

- **Listening Style as a Vehicle to Develop Empathy and Social Intelligence**

Date: Friday, February 9, 2018
Time: 12 p.m. – 2 p.m.

- **Creating and Preparing Charts for Publication**

Date: Tuesday, February 13, 2018
Time: 10 a.m. – 11 a.m.

- **Fostering Engaged Student Learning Using Team-Based Learning**

Date: Friday, February 16, 2018
Time: 11:30 a.m. – 1 p.m.

- **A Novel Method to Publish Your Educational Scholarship and Work: MedEDPortal!**

Date: Tuesday, March 6, 2018
Time: 8 a.m. – 9 a.m.

- **Photoshop Basics for Teaching and Publication**

Date: Tuesday, March 6, 2018
Time: 10 a.m. – 11:30 a.m.

- **Facilitating Discussion 101: Basics and Essentials**

Date: Thursday, March 8, 2018
Time: 3 p.m. – 4 p.m.

- **Intermediate Photoshop Objectives**

Date: Tuesday, March 13, 2018
Time: 10 a.m. – 11:30 a.m.

- **Vernal Equinox Update on Scholarly Resources**

Date: Thursday, March 22, 2018
Time: 2 p.m. – 3:15 p.m.

- **Fostering Wellness in Faculty and Learners in Health Professions**

Date: March 23, 2018
Time: 9 a.m. – 1 p.m.

- **Teaching with Technology: How to decide What Works for You and Your Students?**

Date: Thursday, March 29, 2018
Time: 11:30 a.m. – 1 p.m.

- **Basic and Advanced Concepts in Facilitation**

Date: Friday, April 20, 2018
Time: 9 a.m. – 10:30 a.m.

- **An Introduction to Interprofessional Education (IPE) and Collaborative Practice (CP)**

Date: Friday, April 20, 2018
Time: 10:30 a.m. – 12 p.m.

- **Teaching Highly Kinesthetic and Visual-Spatial Skills**

Date: Friday, April 20, 2018
Time: 1 p.m. – 4 p.m.

- **Crafting a Self-Reflective Teaching or Professional Development Portfolio Workshop**

Dates: Monday, May 14 to Wednesday, May 16, 2018
Time: 9:30 a.m. – 4 p.m.
(Lunches Included)

Curriculum for Researchers

- **Critical Points of the Post-Award Process: Setting the Stage for Effective Fiscal Management**

Date: Wednesday, September 27, 2017
Time: 12 p.m. – 1 p.m.

- **Getting Started: Identifying Funding Opportunities with Jefferson Resources**

Date: Tuesday, October 10, 2017
Time: 12 p.m. – 1 p.m.

- **Export Control: How it Can Affect Your Research Project**

Date: Wednesday, October 18, 2017
Time: 12 p.m. – 1 p.m.

- **Health Services & Patient Centered Outcomes Research**

Date: Friday, October 27, 2017
Time: 12 p.m. – 1 p.m.

- **High Impact Publishing**

Date: Tuesday, November 21, 2017
Time: 11 a.m. – 12 p.m.

- **Key Steps in Writing – and Publishing – Your Manuscript**

Date: Tuesday, November 28, 2017
Time: 11 a.m. – 12 p.m.

- **Getting Started: Identifying Funding Opportunities with Jefferson Resources**

Date: Wednesday, February 21, 2018
Time: 12 p.m. – 1 p.m.

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

Date: Monday, March 19, 2018
Time: 12 p.m. – 1 p.m.

- **A Road Map to Clinical Research at Thomas Jefferson University**

Date: Friday, April 13, 2018
Time: 12 p.m. – 1 p.m.

Curriculum for Leadership and Professional Development

- **Success in Academia: Different Challenges for Junior and Senior Women Scientists**
Date: Monday, September 25, 2017
Time: 9 a.m. – 12 p.m.
- **Unconscious Bias: How Does it Affect Your Work and Life?**
Date: Wednesday, October 11, 2017
Time: 4 p.m. – 5:30 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: Thursday, October 12, 2017
Time: 12 p.m. – 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: Thursday, October 26, 2017
Time: 4 p.m. – 5 p.m.
- **Getting the Most out of a Mentor: A Workshop for Junior Faculty**
Date: Thursday, January 25, 2018
Time: 3 p.m. – 5 p.m.
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"At-a-Glance" Monthly Calendar

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September

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Time: 10 a.m. – 11 a.m.

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Time: 12 p.m. – 12:30 p.m.

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October

- **Implementing Best Practices for Technology-Assisted Peer Reviews of Student Papers**

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- **The New Science of Learning: Strategies and Applications Designed to Facilitate Student Learning**

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November

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- **Experimenting Team-Building Strategies in an Innovative Nexus Learning Capstone Course**

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- **Teaching and Learning Online: A Dive into the Unknown**

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- **Electronic Portfolios for Academic Programs and Career Success**

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Time: 5:30 p.m. – 6:30 p.m.

- **Engaging Students and Facilitating Interaction Using VoiceThread**

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- **Introduction to High-Functioning Autism Spectrum Disorder in College Students**

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Time: 3:30 p.m. – 4:30 p.m.

- **High Impact Publishing**

Date: Tuesday, November 21, 2017
Time: 11 a.m. – 12 p.m.

"At-a-Glance" Monthly Calendar

- **Key Steps in Writing – and Publishing – Your Manuscript**

Date: Tuesday, November 28, 2017
Time: 11 a.m. – 12 p.m.

- **Creating & Maintaining a Sense of Community in Fully Online Learning Environments**

Date: Tuesday, November 28, 2017
Time: 1 p.m. – 2 p.m.

December

- **Reflection as a Tool for Teaching and Learning**

Date: Tuesday, December 12, 2017
Time: 10 a.m. – 11 a.m.

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

Date: Friday, December 15, 2017
Time: 12 p.m. – 1 p.m.

January

- **Creating a Welcome Video for Your Course**

Date: Wednesday, January 3, 2018
Time: 12 p.m. – 1 p.m.

- **Creating a Structure to Support Your Students**

Date: Wednesday, January 10, 2018
Time: 12 p.m. – 1 p.m.

- **Improve Your Bedside Teaching: Facilitating Education in the Clinical Learning Environment**

Date: Friday, January 12, 2018
Time: 12 p.m. – 1 p.m.

- **Active Teaching, Engaging Minds**

Date: Wednesday, January 17, 2018
Time: 9 a.m. – 10:30 a.m.

- **Giving Effective Feedback**

Date: Friday, January 19, 2018
Time: 12 p.m. – 1 p.m.

- **Strategies for Giving Students Meaningful Feedback**

Date: Wednesday, January 24, 2018
Time: 12 p.m. – 1 p.m.

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

Date: Thursday, January 25, 2018
Time: 3 p.m. – 5 p.m.

- **Nexus Learning 101: Active Learning Strategies**

Date: Friday, January 26, 2018
Time: 11 a.m. – 1 p.m.

- **Creating a Learner-Centered Environment**

Date: Monday, January 29, 2018
Time: 10 a.m. – 11 a.m.

February

- **Getting Started with Flipped Learning**

Date: Wednesday, February 2, 2018
Time: 12 p.m. – 1 p.m.

- **Game-Based Learning: Getting Started**

Date: Tuesday, February 6, 2018
Time: 11 a.m. – 12 p.m.

- **Tools for Collaborative Creation**

Date: Wednesday, February 7, 2018
Time: 12 p.m. – 12:30 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: Wednesday, February 7, 2018
Time: 12 p.m. – 1 p.m.

- **Listening Style as a Vehicle to Develop Empathy and Social Intelligence**

Date: Friday, February 9, 2018
Time: 12 p.m. – 2 p.m.

- **Creating and Preparing Charts for Publication**

Date: Tuesday, February 13, 2018
Time: 10 a.m. – 11 a.m.

- **Fostering Engaged Student Learning Using Team-Based Learning**

Date: Friday, February 16, 2018
Time: 11:30 a.m. – 1 p.m.

- **Getting Started: Identifying Funding Opportunities with Jefferson Resources**

Date: Wednesday, February 21, 2018
Time: 12 p.m. – 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 21, 2018
Time: 4 p.m. – 5 p.m.

March

- **A Novel Method to Publish Your Educational Scholarship and Work: MedEDPortal!**

Date: Tuesday, March 6, 2018
Time: 8 a.m. – 9 a.m.

- **Photoshop Basics for Teaching and Publication**

Date: Tuesday, March 6, 2018
Time: 10 a.m. – 11:30 a.m.

- **Facilitating Discussion 101: Basics and Essentials**

Date: Thursday, March 8, 2018
Time: 3 p.m. – 4 p.m.

- **Intermediate Photoshop Objectives**

Date: Tuesday, March 13, 2018
Time: 10 a.m. – 11:30 a.m.

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

Date: Monday, March 19, 2018
Time: 12 p.m. – 1 p.m.

- **Vernal Equinox Update on Scholarly Resources**

Date: Thursday, March 22, 2018
Time: 2 p.m. – 3:15 p.m.

- **Fostering Wellness in Faculty and Learners in Health Professions**

Date: March 23, 2018
Time: 9 a.m. – 1 p.m.

- **Teaching with Technology: How to decide What Works for You and Your Students?**

Date: Thursday, March 29, 2018
Time: 11:30 a.m. – 1 p.m.

April

- **A Road Map to Clinical Research at Thomas Jefferson University**

Date: Friday, April 13, 2018
Time: 12 p.m. – 1 p.m.

- **Basic and Advanced Concepts in Facilitation**

Date: Friday, April 20, 2018
Time: 9 a.m. – 10:30 a.m.

- **An Introduction to Interprofessional Education (IPE) and Collaborative Practice (CP)**

Date: Friday, April 20, 2018
Time: 10:30 a.m. – 12 p.m.

- **Teaching Highly Kinesthetic and Visual-Spatial Skills**

Date: Friday, April 20, 2018
Time: 1 p.m. – 4 p.m.

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

Date: Wednesday, April 25, 2018
Time: 12 p.m. – 1:30 p.m.

May

- **Crafting a Self-Reflective Teaching or Professional Development Portfolio Workshop**

Dates: Monday, May 14 to Wednesday, May 16, 2018
Time: 9:30 a.m. – 4 p.m.
(Lunches Included)

Curriculum for Educators

The 2017-2018 Faculty and Professional Development Program in Pedagogy features course offerings and workshops that will be hosted on both campuses of Thomas Jefferson University: Center City (CC) Campus and East Falls (EF) Campus. Under this program, both campuses will feature course offerings in: a) Pedagogy; and b) Instructional Technology. Programs at both campuses are open, free of charge, to all faculty members at Thomas Jefferson University.

Please note: beginning in October of 2017, the Office for Faculty Development at Thomas Jefferson University is excited to be hosting FACULTY FRIDAYS: a monthly, 1-hour, drop-in series that will focus on topics in pedagogy. Selected content will alternate, and will feature popular session titles. Sessions will take place on the first Friday of the month at 12 p.m.. These sessions will only be available in live format. Please check the Faculty Development site for more details. http://jeffline.jefferson.edu/Education/programs/faculty_development/educators.cfm

Courses and Workshops in Pedagogy: Center City Campus

Assessment 101: The Basics of Assessment

Instructor: Kathleen Day, MS

Date: Thursday, August 17, 2017

Time: 12 p.m. – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credit: 1.0

Faculty, please note: there are several sessions in this series, with more advanced offerings, highlighted later in the program.

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

Active Teaching, Engaging Minds

Instructor: Julie Phillips, PhD

Date: Wednesday, August 23, 2017

Time: 5:30 p.m. – 7 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.5

Date: Wednesday, January 17, 2018

Time: 9 a.m. – 10:30 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.5

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.

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

- 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

Creating a Learner-Centered Environment

Instructor: Julie Phillips, PhD

Date: Wednesday, August 30, 2017

Time: 5:30 p.m. – 6:30 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

Date: Monday, January 29, 2018

Time: 10 a.m. – 11 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

The role of educators in the 21st century is undergoing a change. Primarily due to the explosion of information and educational technologies, this transformation calls for accountability and effective demonstrations of student learning. There is a growing body of evidence-based practices that document effective pedagogy in this setting; as a result, the instructional paradigm is giving way to a new, learner-centered paradigm.

Workshop participants will explore this paradigm shift, and focus on the different approaches that educators can use in the classroom to have the most impact. Using short vignettes to illustrate different dimensions of learning, participants will be asked to imagine how the adoption of a learner-centered dimension changes their approach to in-class teaching and learning.

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

- 1) Summarize developments that allowed for the growth of a learner-centered paradigm
- 2) Identify key differences between instructional and learner-centered paradigms
- 3) Classify course practices and policies as more or less student-centered

Teaching in Different Environments

Instructor: Mary Gozza-Cohen, PhD

Date: Tuesday, September 12, 2017

Time: 1 p.m. – 2 p.m.

Location: Scott Memorial Library, Room 306

Maximum Enrollment: 30

CME Credit: 1.0

This session consists of an overview of the differences in teaching and learning across the three learning environments: traditional face-to-face; blended/hybrid; and fully online. Join us in exploring the unique differences between these learning environments, which include teaching- and student-learning challenges, as well as effective evidence-based practices.

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

- 1) Describe the differences in teaching challenges between three different learning environments
- 2) Describe the differences in the student learning experience across three different learning environments
- 3) Provide examples of evidence-based strategies for effective teaching in each of these learning environments

Arts Integrated Curriculum Design: An Introduction

Instructor: Heather vonOesen Dean *

Date: Friday, September 15, 2017

Time: 9 a.m. to 12 p.m.

Location: Bluemle Life Sciences Building, Room 101

Maximum Enrollment: 100

CME Credit: 2.75

This workshop was created to assist faculty in the health sciences to start thinking about optimizing conditions for learning by implementing a rigorous arts-integrated creative curriculum into their work. Faculty will leave equipped with strategies and processes to think systematically about their instruction and how they can improve it with the arts.

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

- 1) Use the creative curriculum design process to analyze the quality of the curriculum
- 2) Apply the creative curriculum design process to increase creativity, rigor, and meaning into their medical curriculum
- 3) Practice reflective strategies while participating in a creative curriculum arts integrated unit

** Heather vonOesen Dean grew up and attended public school in Virginia. She earned a BA in Studio Art and Art History from Denison University and a Master's Degree in Education from DePaul University. In 2005 she earned [and currently holds] a National Board Professional Teaching Certificate for Middle Childhood Generalists. She has taught in Chicago, IL and Tampa, FL, and operates Creative Across the Curriculum, LLC out of Madison, Wisconsin.*

Over the past twenty years, she has successfully taught elementary through college-level courses in both public and private schools using rigorous arts-integrated curricula. She currently mentors educators

on how to design a creative curriculum that enhances the quality and the depth of students' thinking. Her clients include professionals across the educational spectrum, from preschool teachers to medical faculty, and parents to community members.

Building a Better Lecture

Instructor: Julie Phillips, PhD

Date: Wednesday, September 20, 2017

Time: 5:30 p.m. – 6:30 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

According to classroom observations and self-reported data, instructors rely heavily on the lecture as an instructional method despite research documenting its limited effectiveness 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 the key uses of lecture and three simple strategies for building more effective learning experiences for students. Participants will be asked to bring a lecture they have previously developed for use during this experiential workshop.

Upon completion of the workshop, participants should be able to:

- 1) Identify best uses of the 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

Curriculum for Educators (continued)

Facilitating Discussion 101: Basics and Essentials

Instructor: Julie Phillips, PhD

Date: Monday, September 25, 2017

Time: 5:30 p.m. – 6:30 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

Date: Thursday, March 8, 2018

Time: 3 p.m. – 4 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

Faculty, please note: this is part of a series, with more advanced offerings later in the year on facilitation. Later topics will include: facilitation in the clinical learning environment, and facilitating case-based learning (CBL) sessions.

Teaching through discussion, rather than lecture, presents a unique opportunity and challenge for instructors. This workshop explores the power of discussion as a teaching tool, and offers advice on strategies for incorporating discussion into small-, medium-, and large-course environments.

This basic workshop will assist instructors in setting expectations for student preparation and involvement; developing a strategy for initiating conversations; and identifying the skills for sustaining and advancing a discussion. Participants will practice developing questions that launch productive discussions, effective responses for probing responses, and a sampling of discussion techniques for small or large groups.

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

- 1) Identify two ways to initiate a discussion in class

- 2) Describe key characteristics of good discussion questions

- 3) Explain two techniques for engaging learners in discussion

Not Another Test! Beyond High Stakes Testing

Instructor: Mary Gozza-Cohen, PhD

Date: Tuesday, September 26, 2017

Time: 12 p.m. – 1:30 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credit: 1.5

This session will demonstrate how no-stakes assessment used in class, or a low-stakes assignment, can facilitate student self-regulation, retention of information, and inform instruction in real time. Many instructors often wonder just how much students know – or have retained – from their lectures (or even work assigned). This workshop will explore some simple evidence-based teaching and student engagement strategies that will help participants understand what can be done differently in an upcoming class session and right on the spot. Methodologies will be applicable for large classes, small groups, or any learning environment. A sampling of technologies will also be discussed, including Nearpod, VoiceThread, and Collaborate Ultra.

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

- 1) Understand 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

The Active Learning Lecture

Instructor: Julie Phillips, PhD

Date: Thursday, September 28, 2017

Time: 11 a.m. – 12 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

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.”

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

- 1) Describe benefits and challenges associated with a traditional lecture model
- 2) Explore instructor and student assumptions about large enrollment courses
- 3) Identify engaged learning activities for large lecture courses
- 4) Demonstrate techniques to enhance large lecture courses

The New Science of Learning: Strategies and Applications Designed to Facilitate Student Learning

Instructor: Todd Zakrajsek, PhD *

Date: Friday, October 6, 2017

Time: 9 a.m. – 10 a.m.

Location: Kanbar Performance Space, Kanbar Campus Center, Philadelphia University

Maximum Enrollment: 120

CME Credit: 1.0

This session focuses on the major points of the book "New Science of Learning" (co-authored with Terry Doyle) with attendees working through some ways to apply these concepts in just about any class.

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

- 1) Explain how at least three physiological mechanisms impact learning
- 2) Include information about growth mindedness into any classroom
- 3) Encourage students to develop a better understanding of their own learning

Motivating and Engaging Students in the Classroom: Advancing the Understanding and Applications of How Students Learn

Instructor: Todd Zakrajsek, PhD *

Date: Friday, October 6, 2017

Time: 10:30 a.m. to 12 p.m.

Location: Kanbar Performance Space, Kanbar Campus Center, East Falls Campus

Maximum Enrollment: 120

CME Credit: 1.5

This session will demonstrate common aspects of all learning, and how to use those concepts to motivate and engage students as they acquire new skills and knowledge. Included will be rethinking some current educational trends with an emphasis on what aspects of these trends will likely hold up, and which trends are likely to falter. The emphasis will be on applications that can be quickly put to use.

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

- 1) Describe the current understanding of the effectiveness of lectures relative to active learning

- 2) Explain the critical aspects of a Flipped Classroom approach
- 3) Apply at least one new teaching strategy to better engage students in the classroom

** Todd Zakrajsek is an Associate Professor in the Department of Family Medicine and Associate Director of the Faculty Development Fellowship at the University of North Carolina School of Medicine. Dr. Zakrajsek is also an Adjunct Associate Professor of Faculty Development in the College of Veterinary Medicine at North Carolina State University. His current academic work and publications pertain to faculty development, effective instructional strategies, and student learning.*

Feedback for Improved Learning & Performance

Instructor: Julie Phillips, PhD

Date: Tuesday, October 10, 2017

Time: 12 p.m. – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credit: 1.0

Feedback is an invaluable tool for learners to improve their skills and abilities. This workshop explores the importance of both formal and informal feedback in the learning environment. Participants will explore different means for sharing feedback with learners and key characteristics of effective feedback. Through a series of hands-on exercises and case vignettes, attendees will apply the characteristics of effective feedback to a variety of scenarios, including student written work, class discussions, and poor exam performance.

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

- 1) Articulate the role of feedback in improving learning and performance
- 2) Describe the difference between informal and formal feedback
- 3) Apply principles of effective feedback

A Look at Online and Hybrid/ Blended Course (Re-)Design and the Student Experience

Instructor: Mary Gozza-Cohen, PhD

Date: Tuesday, October 24, 2017

Time: 1 p.m. – 2 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 1.0

Not all courses are created equal. This session will focus on course design in online and blended/hybrid courses, and the impact course design has on the student experience. Evidence-based practices will be shared with participants, and examples of different, yet effective, course design will be introduced. The presentation will showcase at least one before-and-after example of such a course re-design.

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

- 1) Explain how course design can negatively and positively impact the student experience in online and hybrid/blended courses
- 2) Identify 2-3 features of various course designs participants can consider incorporating in a current or future online or hybrid/blended course

A Novel Method to Publish Your Educational Scholarship and Work: MedEDPortal!

Instructor: Nethra Ankam, MD

Date: Tuesday, October 17, 2017

Time: 8 a.m. – 9 a.m.

Location: Bluemle Life Sciences Building, Room 107

Maximum Enrollment: 30

CME credits: 1.0

Date: Tuesday, March 6, 2018

Time: 8 a.m. – 9 a.m.

Curriculum for Educators (continued)

Location: Bluemle Life Sciences Building, Room 101

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 the session, participants should be able to:

- 1) Identify MedEdPORTAL's suite of services
- 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

Teaching and Learning Online: A Dive into the Unknown

Instructor: Mary Gozza-Cohen, PhD

Date: Tuesday, November 7, 2017

Time: 1 p.m. – 2:30 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 1.5

This session will take a dive into the uniqueness of the fully online learning environment and what that means for instructors and students. Current research, evidence-based practices, and tips and tricks will be shared with

participants. In this session we will review the role of online course structure, communication, and engagement in student satisfaction and success. Please join us if you are thinking about moving a course online at some point, are currently teaching online, or simply want to learn more about online teaching and learning.

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

- 1) Describe the current evidence-based research on online teaching and student satisfaction.
- 2) Describe and conceptualize one or more strategies in their current or future online teaching practices

Creating & Maintaining a Sense of Community in Fully Online Learning Environments

Instructor: Mary Gozza-Cohen, PhD

Date: Tuesday, November 28, 2017

Time: 1 p.m. – 2 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credit: 1.0

This session will focus on communication and community building in fully online learning environments. The perceived lack of student-student and student-instructor interactions remains a fear for instructors and students new to online teaching and learning. In this session, participants will learn tips and tricks for creating and maintaining communication and building a sense of community into their courses. The Community of Inquiry (CoI) Framework will be discussed as one method for understanding the value of Social Presence in this learning environment. Additionally, participants will hear from an instructor who made modifications to a course that proved beneficial for all.

At the end of the 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) Identify some readily available tools and strategies for facilitating student-student and student-instructor interactions in their current courses

Reflection as a Tool for Teaching and Learning

Instructor: Mary Gozza-Cohen, PhD

Date: Tuesday, December 12, 2017

Time: 10 a.m. – 11 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credits: 1.0

This session will focus on the use of student reflection as a method for deepening understanding of course content (Mezirow, 1997). "Critical reflection is the means by which we work through beliefs and assumptions, assessing their validity in the light of new experiences or knowledge, considering their sources, and examining underlying premises" (Cranton, 2002, p. 65). Strategies for reflective practice will be discussed and will include the use of a private journal (communication between instructor and student only), Wiki, reflective written assignments, and other related activities. Join the discussion and learn how to incorporate this valuable evidence-based practice into one or more of your courses to benefit your students, and gain a better understanding of their thought processes.

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

- 1) Discuss the value of student reflection as a potential strategy for facilitating deeper learning
- 2) Develop a tentative plan for incorporating reflective activities for one or more courses
- 3) Select one tool for consideration for one or more reflective assignments

Introduction to Adult Learning and its Application to the Health Professions

Instructor: Dimitrios Papanagnou, MD, MPH, EdD(c)

Date: Friday, December 15, 2017

Time: 12 p.m. – 1 p.m.

Location: Bluemle Life Sciences Building, Room 101

Maximum Enrollment: 100

CME credits: 1.0

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) Relate theoretical principles to teaching students in the health professions

- 2) Define adult learning, active learning, and passive learning
- 3) Relate various instructional styles to achieve effective learning outcomes for learners in the health professions

Improve Your Bedside Teaching: Facilitating Education in the Clinical Learning Environment

Instructor: Dimitrios Papanagnou, MD, MPH, EdD(c)

Date: Friday, January 12, 2018

Time: 12 p.m. – 1 p.m.

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100

CME credits: 1.0

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) Relate various modalities to teach learners at different stages of training at the bedside
- 4) Examine the experience of the patient and family during the teaching session

Giving Effective Feedback

Instructor: Robin Naples, MD

Date: Friday, January 19, 2018

Time: 12 p.m. – 1 p.m.

Location: Bluemle Life Sciences Building, Room 101

Maximum Enrollment: 100

CME: 1.5

Feedback is an essential component of the educational experience and growth of learners. Delivering feedback that is effective, both for the struggling learner as well as for the exceptional one, can be very challenging. When you add on the fact that setting and delivery of the feedback can be as important as the content itself, it seems an act of futility to attempt to give feedback in our hectic clinical environment. In this session, I will be discussing the feedback continuum and provide useful tips to giving effective feedback to your learners based on best practices found in both the medical and business fields.

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

- 1) Differentiate between coaching, formative feedback and summative feedback
- 2) Recognize when each is best used
- 3) Recognize the barriers to giving effective feedback
- 4) Employ best practice techniques to deliver effective feedback

Curriculum for Educators (continued)

Listening Style as a Vehicle to Develop Empathy and Social Intelligence

Instructor: Dimitrios Papanagnou, MD, MPH, EdD(c)

Date: Friday, February 9, 2018

Time: 12 p.m. – 2 p.m.

Location: Bluemle Life Sciences Building, Room 101

Maximum Enrollment: 100

CME credits: 2.0

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

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

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

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

- 1) Define social intelligence and identify key SQ concepts (with a particular emphasis on *attunement* and *empathic accuracy*)
- 2) Relate how social intelligence is tied to bedside manner, empathy, and the ACGME core competencies for medical education
- 3) Apply personal listening approaches (and the PLP assessment) to explore empathy-building during the patient interview and patient encounter
- 4) Formulate a plan for developing one's empathic listening skills (part of one's bedside manner) through the ORID framework

Fostering Wellness in Faculty and Learners in Health Professions

Instructor: Stuart Slavin, MD, MEd

Date: March 23, 2018

Time: 9 a.m. – 1 p.m.

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100

CME Credits: 3.5

Stuart Slavin is known for recognizing and combatting high depression rates of medical students. With a focus on faculty, this session will explore cognitive behavioral techniques and the learning environment. Find out how maladaptive perfectionism and toxic work environments can affect our students and our ability to teach effectively. In small groups, strategize to foster resilience and coping skills. End the session by participating in a personal wellness activity.

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

- 1) Recognize the six components of the work environment

- 2) Discuss the role of cognitive behavior techniques regarding an individual's interaction with the learning environment
- 3) Strategize how to reduce stressors and change toxic environments
- 4) Develop a toolbox for fostering resilience and coping skills in faculty and learners

FACULTY APPRECIATION DAY: Friday, April 20, 2018

Basic and Advanced Concepts in Facilitation

Instructors: Dimitrios Papanagnou, MD, MPH, EdD(c); Julie Phillips, PhD; Paul Scoles, MD; Susan Truong, MD

Date: Friday, April 20, 2018

Time: 9 a.m. – 10:30 a.m.

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100

CME Credit: 1.5

Facilitation in health professions education is essential. Effective facilitation skills enable educators to take charge of the learning environment to guide learning in multiple settings, including the classroom and/or lecture hall; the simulation laboratory; and even the bedside. When executed successfully, a facilitator encourages learners to think productively; articulate ideas; ask important questions; make connections; find solutions; and identify next steps to take action for their learning.

This workshop will allow participants to explore what it means to be a facilitator and to recognize when the time calls for a shift towards facilitated learning. Time will be spent on developing and practicing facilitation techniques. Through small group exercise, participants will also gain the experiential knowledge that will help them develop these skills.

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

- 1) Differentiate between facilitation and standard teaching
- 2) Identify opportunities for facilitating learning in the classroom, at the simulation center, during case-based learning (CBL) sessions, and at the bedside.
- 3) Discuss and practice facilitations strategies faculty can use to engage their learners

An Introduction to Interprofessional Education (IPE) and Collaborative Practice (CP)

Instructor: Jefferson Center for Interprofessional Education (JCIPE) Team

Date: Friday, April 20, 2018

Time: 10:30 a.m. – 12 p.m.

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100

CME Credit: 1.5

Interprofessional education (IPE) and collaborative practice (CP) are now broadly viewed as imperatives for meeting the Quadruple Aim of healthcare, with IPE playing an integral part of health professions accreditation requirements. This workshop will focus on developing the knowledge, skills and attitudes (KSA) necessary to prepare a collaborative practice-ready workforce and meet the demands of accreditors. Following a brief presentation regarding the history and rationale relative to IPE and CP, participants will use selected case studies from Jefferson's Center for Interprofessional Education (JCIPE) to see firsthand how such initiatives can be effectively designed, implemented and assessed. They will have an opportunity to apply the Jefferson Teamwork Observation Guide (JTOG), a validated, mobile

application assessment tool allowing for 360-degree observations of teamwork behaviors.

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

- 1) Define interprofessional education (IPE) and collaborative practice (CP)
- 2) List three interprofessional learning objectives for an IPE or CP program
- 3) Apply the Jefferson Teamwork Observation Guide (JTOG) to assess teamwork and CP behaviors
- 4) Conduct a SWOT analysis for implementation and assessment of an innovative IPE or CP program at their home institution

Teaching Highly Kinesthetic and Visual-Spatial Skills

Instructors: Dimitrios Papanagnou, MD, MPH, EdD(c); Kathy Shaffer, RN,

EdD; Ronald Hall, MD; Gretchen Diemer, MD; Abigail Wolf, MD

Date: Friday, April 20, 2018

Time: 1 p.m. – 4 p.m.

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100

CME Credit: 2.75

Whether it's how to deliver a baby, how to place an IV, or using an ultrasound to visualize a patient's anatomy, educators are challenged with finding best practices to instruct kinesthetic skills. They require a toolkit to help their learners achieve procedural competency. In this workshop, frameworks for kinesthetic and visual-spatial skills will be introduced, and case studies will be used to reinforce concepts. The workshop will also allow for the deliberate practice of effective teaching skills during these circumstances.

The proposed workshop will incorporate various strategies to

help the simulation educator with the instruction of procedural skills. Procedural exemplars from several specialties across varied professions will be used. The overarching goal is to have these skills readily transferrable to other concepts that may be exclusively kinesthetic and/or visual-spatial in nature.

Strategies discussed will include, but not be limited to: heuristic models and frameworks that will help educators prepare for and optimize learning strategies for their audiences; coaching techniques; everyday games (i.e., LEGOs, Play Dough) that will be used as educational adjuncts for procedural instruction will be discussed; and hands-on practice with low- and high-fidelity simulation task trainers.

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

Discuss heuristic models for procedural instruction, and apply strategies to help struggling learners when acquiring procedural skills training during simulation-based educational programming.

Practice coaching methods to help trainees effectively manipulate equipment when operating on task trainers.

Apply educational adjuncts to better assist trainees in conceptualizing three-dimensional anatomy.

Curriculum for Educators (continued)

Courses and Workshops in Instructional Technology: Center City Campus

Blackboard Learn: Essentials

Instructor: Kathleen Day, MS

Date: Tuesday, August 8, 2017

Time: 10 a.m. – 11:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 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.

After completing the session, participants should be able to:

- 1) Describe the function, purpose and access rights to the Content Collection (i.e., file management system)
- 2) Identify steps to create and deploy Exams & Surveys in Blackboard
- 3) Create and maintain a record of assessments in Grade Center
- 4) Use Blackboard's Communication Tools

ExamSoft Basics

Instructor: Kathleen Day, MS

Date: Wednesday, August 9, 2017

Time: 10 a.m. – 11:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 1.5

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. These functions are essential for anyone using the product, including Administrative Assistants, Faculty and Course Coordinators.

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

- 1) Navigate the interface of ExamSoft
- 2) Add/import questions
- 3) Create and post exams

Creating and Managing Blackboard Groups and Discussions

Instructor: Mary Gozza-Cohen, PhD

Date: Thursday, August 10, 2017

Time: 10 a.m. – 11 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 1.0

In this session, we will explore the various uses of the Groups and Discussion Board features in Blackboard. New and seasoned users will benefit from tips and tricks presented for facilitating effective online discussions and group work. We will explore ways to improve and create meaningful student experiences, and nurture a more manageable facilitation experience for faculty.

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

- 1) Explain the various uses of Groups and Discussion Board features
- 2) Create and implement effective strategies for facilitating discussions and group work online
- 3) Modify an existing discussion or group project using effective practices (if applicable)

Using Multiple Methods for Teaching, Engaging, and Assessing Students

Instructors: Mary Gozza-Cohen, PhD, Jennifer Fogerty, MEd

Date: Tuesday, August 15, 2017

Time: 1 p.m. – 2 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credit: 1.0

This session consists of an overview of evidence-based practices for presenting content, engaging students with the content, and assessing student learning using a variety of methods and materials (with and without technology). Most of these practices can be utilized in any learning environment; but we will first consider the goals and objectives for the course or task when determining the 'best fit'. Participants will be asked to bring a copy of a current syllabus for use in the session discussions and for conceptualizing changes in their course.

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

- 1) Describe the rationale for using multiple methods of presentation, engagement, and assessment in their teaching
- 2) Describe at least one learning goal for their course
- 3) Identify one alternate presentation, engagement activity, and assessment method to meet the learning goal.

Introducing iCE (Interactive Curricula Experience) to Your Course

Instructor: CTL Staff

Date: Friday, August 25, 2017

Time: 9 a.m. – 10:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

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 (i.e., 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) Identify the steps to incorporate iCE into your course

Collaborate – Blackboard's Virtual Classroom

Instructor: Mary Gozza-Cohen, PhD

Date: Tuesday, August 29, 2017

Time: 10 a.m. – 11 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 1.0

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.

After completing 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

Utilizing Academic Support at TJU

Instructor: Jennifer Fogerty, MEd, Assistant Provost for Student Affairs

Date: Wednesday, September 5, 2017

Time: 10 a.m. – 11 a.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

In this workshop, participants will get an overview of the Student Writing Center and Academic Support services currently available to TJU students, including the website, individual appointments, workshops, and department collaborations. We will provide a summary of the recently developed study cycle curriculum that informs our work with students and provide an outline of a typical appointment in the Student Writing Center. Participants will learn more about the specialized services we offer to various departments to determine if a partnership with Academic Support Services will help their students.

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

- 1) Understand the services available to TJU students
- 2) Explore collaborations for specialized services
- 3) Gain knowledge of the study cycle curriculum
- 4) Be aware of the process used within writing consultations

Creating an Effective Learning Assignment or Experience

Instructor: Julie Phillips, PhD

Date: Thursday, September 7, 2017

Time: 12 p.m. – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credit: 1.0

The intentional, systematic planning and sequencing behind effective assignments often goes unnoticed by learners. This workshop demystifies the assignment design process by deconstructing an activity within the context of a learning experience.

Participants will explore the importance of aligning learning activities with learning goals and explore key characteristics in

Curriculum for Educators (continued)

developing learning activities, the importance of scaffolding the assignment to enhance student success, and the importance of feedback.

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

- 1) Describe the importance of aligning course activities with learning goals
- 2) Identify key characteristics of effective learning assignment or experience
- 3) Discuss the role of scaffolding in designing a learning experience

Rubrics: Improve Your Grading Efficiency & Reliability

Instructor: Kathleen Day, MS

Date: Friday, September 8, 2017

Time: 10 a.m. – 11 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 1.0

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.

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

- 1) Identify a scoring rubric and why should they use one
- 2) Create, copy and edit a rubric
- 3) Associate a rubric with: assignments and discussions
- 4) Import and export rubrics
- 5) Learn how to apply rubrics to grading

Writing Better Test Questions

Instructor: Kathleen Day, MS

Date: Monday, September 11, 2017

Time: 10 a.m. – 11 a.m.

Location: Scott Memorial Library, Room 306

Maximum Enrollment: 30

CME Credit: 1.0

Everyone stresses over exams. Learners experience anxiety around test performance, and faculty stress over writing exams. This workshop provides a foundation for thinking about exams as a tool in the instructional arsenal that provides critical feedback to both learners and faculty about students' understanding of course material.

The workshop will explore the importance of creating an exam blueprint—for content and complexity; question types; potential question sources; and some basic tips and strategies related to the mechanics of testing. Workshop participants will actively create, discuss, and revise questions.

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

- 1) Describe the importance of an exam blueprint
- 2) Identify three potential sources of exam questions and strengths and weaknesses associated with each
- 3) Develop two different question types to assess student comprehension of course material

Teaching and Supporting International Students and Other ESL Learners

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

Date: Wednesday, September 13, 2017

Time: 11 a.m. – 12:30 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credit: 1.5

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
- 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: Wednesday, October 18, 2017

Time: 10 a.m. – 11 a.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 will include:

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

Blackboard Learn: Grade Center

Instructor: Kathy Day, MS

Date: Tuesday, November 7, 2017

Time: 10 a.m. – 11 a.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

Electronic Portfolios for Academic Programs and Career Success

Instructor: Julie Phillips, PhD

Date: Tuesday, November 7, 2017

Time: 5:30 p.m. – 6:30 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credit: 1.0

The fields of art, architecture and engineering have long used portfolios as a way for both students – and professionals – to showcase 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 showcasing 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, Portfolio
- 3) Identify which assignments in your course would be appropriate for showcasing student achievement in a portfolio

Engaging Students and Facilitating Interaction Using VoiceThread

Instructor: Mary Gozza-Cohen, PhD

Date: Tuesday, November 14, 2017

Time: 11 a.m. – 12 p.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 1.0

VoiceThread is a multimedia tool for learner engagement and interaction across learning environments. The technology makes it easy to record and annotate slides; encourage asynchronous discussion; and track student participation. Join us in this session to learn more and hear about faculty experiences with VT in across learning environments.

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

- 1) Recognize the use of VT as one of many active learning strategies
- 2) Describe possibilities for incorporating VT to increase student engagement and interaction, present content and assess students
- 3) Plan one or more VT activities for use in a course

Creating and Preparing Charts for Publication

Instructor: Kathleen Day, MS

Date: Tuesday, February 13, 2018

Time: 10 a.m. – 11 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 1.0

Creating charts for publication is a snap with Microsoft Excel. The graphing and formatting of Excel make it a quick and easy solution for many types of data display. We'll look

Curriculum for Educators (continued)

at optimizing your format in Excel for easy placement into PowerPoint, Adobe Illustrator or Photoshop. *Participants should already possess the skills to work with data in Excel.*

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

- 1) Create various types of graphs including: bar charts, x-y plots, scatter plots
- 2) Manipulate formatting to gain adequate resolution
- 3) Add a chart to MS PowerPoint for automatic updating
- 4) Copy and manipulate a chart in Photoshop that satisfies publishers' requirements

Photoshop Basics for Teaching and Publication

Instructor: Kathleen Day, MS

Date: Tuesday, March 6, 2018

Time: 10 a.m. – 11:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 1.0

This workshop will focus on the steps involved with manipulating digital images for teaching and publishing. Participants will be shown each step of the process—from digitizing images to managing files for all possible output types. Due to the limited number of site licenses for this program, participants will do hands-on work in small groups.

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

- 1) Identify the differences in image requirement for print and display
- 2) Use the settings for adjusting image resolution
- 3) Crop and resize images
- 4) Manipulate color including modes and saturation

5) Apply labels to images

6) Save images in different file formats

Intermediate Photoshop Objectives

Instructor: Kathleen Day, MS

Date: Tuesday, March 13, 2018

Time: 10 a.m. – 11:30 a.m.

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 30

CME Credit: 1.0

This workshop is a continuation of Photoshop Basics offering a more in-depth exploration of this application's functions. Topics will include: Automate functions, History Palette, Layers, layout and preparing images for use in MS Office applications. Due to the limited number of site licenses for this program, participants will do hands-on work in small groups. *It is highly advised that Participants have an understanding of Photoshop or have attended the Photoshop Basics workshop to attend this workshop.*

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

- 1) Use Automate functions to:
 - a) Batch rename image files
 - b) Create contact sheets
 - c) Record and use Actions for repetitive tasks
- 2) Use the History palette to undo selective changes
- 3) Inserting guides and grids for layout
- 4) Utilize layers

Teaching and Learning Educational Technologies Program

The Center for Teaching & Learning is pleased to offer a series of weekly sessions to support five key educational technologies: Blackboard

Learn, Collaborate, Lecture Recording, NearPod, and iCE.

Each Wednesday, from 9 a.m. to 3 p.m., the CTL will be offering one-hour sessions on the products listed below. Please note: the schedule of offering will rotate weekly.

For the latest schedule or to register, visit the CTL's training page at: <http://library.jefferson.edu/tech/training-4.cfm>

Blackboard Learn

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

Collaborate

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. Learn how 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.

iCE (interactive Curricula Experience)

A web-based platform and iPad app, iCE delivers faculty-generated content directly to students' iPads, laptops or desktops for a connected learning experience. 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.

Lecture Recording

The CTL offers a variety of tools to create instructor-recorded video content ranging from complex interactive learning modules to simple voice-over narrations. This workshop will demonstrate the various tools and techniques for recording and sharing video content.

NearPod

This workshop will explore NearPod, an Audience Response System that allows you to easily upload an existing PowerPoint presentation and add activities slides (polls, quizzes, drawings). The presenter dashboard is web-based and no special software needs to be installed. NearPod results can be exported at the end of a session so you can even use it for short quizzes with the score results appearing in Blackboard.

Courses and Workshops in Pedagogy and Instructional Technology: East Falls Campus

The following course offerings will be taking place on the Philadelphia University, East Falls Campus. Several of these workshops will be offered online through the Zoom Web-Conferencing platform. Before your session, please see the instructions below.

Attending Workshops in Zoom Web-Conferencing

What you'll need:

- 1) The workshop web address
- 2) An up-to-date web browser (Firefox or Chrome recommended)
- 3) A headset, earbuds, or speakers (headset/earbuds recommended)
- 4) A microphone
- 5) A webcam

This short video (<https://youtu.be/vFhAEoCF7jg>) will walk you through the mechanics of joining a Zoom meeting.

Some workshops are participatory, so you may be invited to share your screen. Since screen sharing is not available for every mobile device platform, please enter the workshop web address into a web browser from your laptop or desktop computer.

- Zoom Help Center: <https://support.zoom.us/hc/en-us>
- Test your internet connection and download and run the Zoom launcher: <https://zoom.us/test>
- System requirements: <https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>

Creating and Managing Activities in Blackboard

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, August 2, 2017

Time: 12 p.m. – 12:30 p.m.

Location: <https://philau.zoom.us/j/455563877>

Maximum Enrollment: unlimited (online offering)

Interested in keeping student work all in one place? Blackboard helps you collect assignments and create opportunities for student-student interaction.

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

- 1) Build an Assignment so students can upload files for your review
- 2) Create a Discussion forum to keep classroom conversations going
- 3) Develop a short quiz to help students assess their own learning

Camp EdVenture

Instructors: Sherri Place, MS; Mary Gozza-Cohen, PhD; Julie Philips, PhD; Jeffrey Ashley, PhD; Anne Bower, PhD; May Truong-Merritt, MS; Kathleen Day, MS

Date: Friday, August 4, 2017

Time: 8:30 p.m. – 3:30 p.m.
(Lunch Included)

Location: Tuttleman 209, Philadelphia University

Maximum Enrollment: 32

Come join us for an interactive day of exploring course design, active learning, and assessment ideas to bring back to your classroom. This will be a place to stretch your imagination, consider new and engaging techniques, and learn more about the power of technologies that supports the learner experience.

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

- 1) Utilize backward design when constructing or revising your courses
- 2) Embed assessment tools to quantify students' learning outcomes
- 3) Apply pedagogical tools for engaging students in active, collaborative, authentic learning
- 4) Employ technology tools, including Blackboard, that support the above strategies and tools

Curriculum for Educators (continued)

Making Your Blackboard Course Visually Pleasing

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, August 9, 2017

Time: 12 p.m. – 1 p.m.

Location: <https://philau.zoom.us/j/444632796>

Maximum Enrollment: unlimited (online offering)

Interested in adding more than just text to your Blackboard course content? In this session, we'll explore strategies that enhance readability, reduce cognitive overload, and provide multiple means of representation to address the needs of all learners.

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

- 1) Format text, images, and multimedia within your Blackboard course space
- 2) Create easy to follow navigation within your course
- 3) Develop strategies for embedding just-in-time help for your students

Creating a Welcome Video for Your Course

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, August 16, 2017

Time: 12 p.m. – 1 p.m.

Location: <https://philau.zoom.us/j/579621855>

Maximum Enrollment: unlimited (online offering)

Creating a Welcome Video for your course provides students with a sense of community and instructor presence. In this session, we'll take a look at best practices for Welcome Video development and explore a quick and easy screen recording tool to help you create an engaging video.

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

- 1) Identify the key components to include in a Welcome Video
- 2) Develop an action plan to create a short video
- 3) Navigate and use the Screencast-O-Matic tool for video creation

Managing Blackboard's Grade Center

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, September 6, 2017

Time: 12 p.m. – 12:30 p.m.

Location: <https://philau.zoom.us/j/842755774>

Maximum Enrollment: unlimited (online offering)

Overwhelmed by all of the options in the Grade Center? In this workshop, we'll explore some of the essentials to make grading easier and more efficient.

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

- 1) Create and edit columns
- 2) Manage columns
- 3) Review options within a column

Weekly Fall Semester Reading and Implementation Group: Developing Learner-Centered Teaching

Instructor: Anne Bower, PhD

Date: Tuesdays (beginning September 12; ending November 14, 2017)

Time: 11 a.m. – 12 p.m. (Lunch Included)

Location: Kanbar Campus Center, Room 302

Maximum Enrollment: 15

Committing to every Tuesday in the Fall 2017 semester, a group of faculty and staff congregate over free lunch to discuss and implement strategies from Phyllis Blumberg's "Developing Learner-Centered Teaching: A Practical Guide for Faculty". Participants implement teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes.

Providing Feedback to Students

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, September 13, 2017

Time: 12 p.m. – 12:30 p.m.

Location: <https://philau.zoom.us/j/980252321>

Maximum Enrollment: unlimited (online offering)

Blackboard provides options for giving students constructive feedback. Rubrics, Grade Center feedback, and inline commenting all help you to keep students informed of their progress within your course.

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

- 1) Provide general feedback using Grade Center columns
- 2) Access inline grading and comment directly on submitted work
- 3) Create a simple rubric

Fantastic Resources and Where to Find Them!

Instructors: East Falls Campus Librarians

Date: Thursday, September 14, 2017

Time: 12:30 p.m. – 1:45 p.m.

Location: Gutman Library Instruction Space

Maximum Enrollment: 20

Join your campus librarians as we journey across the campus disciplines highlighting the top resources available for your research and courses. This overview will cover the newly launched library webpage, and newly launched features. It will be followed by a question and answer period with a light reception. New and returning faculty are invited to bring their curiosity and leave with answers to what resources best suit the needs of your courses this semester and in the future.

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

- 1) Identify the librarian for your subject area
- 2) Adapt instruction to the new library page structure
- 3) Examine resources for future implementation

Weekly Fall Semester Reading and Implementation Group: Diversity, Inclusivity and Social Justice in the Classroom and on Campus

Instructor: Susan Frostén, MArch

Date: Mondays (beginning September 18; ending December 4, 2017)

Time: 1 p.m. – 2 p.m.
(Lunches Included)

Location: Common Thread Fishbowl, Kanbar Campus Center, Room 106

Maximum Enrollment: 15

This reading and implementation group will read a book centric to diversity, social justice, and inclusivity issues in the classroom and on campus. Additional selected readings and viewings, and weekly discussions will allow participants to reflect, learn, and implement strategies to enhance a safe and respectful learning environment while fostering honest and mindful discussion between your students and you.

Executive Function: What Do Air Traffic Controllers, Conductors and Executives Have in Common?

Instructor: Kristin Swoszowski-Tran, PhD

Date: Tuesday, September 19, 2017

Time: 3:30 p.m. – 4:30 p.m.

Location: Gutman Library Instruction Space

Maximum Enrollment: 20

CME Credit: 1.0

Why do some college students struggle with prioritizing, time management, organization, and sustaining effort or attention? These struggles could be the result of Executive Function (EF) challenges. EF refers to brain-based abilities that allow us to manage our energy, thoughts, planning skills, and helps us to focus on our goals, which in turn, enables us to get things done. This workshop will provide an overview of executive function and explore how college educators can use an inquiry-based approach to support students in learning to successfully manage the EF challenges present in their classrooms.

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

- 1) Understand EF constructs
- 2) Build a common vocabulary about key concepts
- 3) Understand basic brain biology pertaining to EF

Implement specific techniques to support working memory, time management, self-regulation, task initiation and completion, and organization

Identifying Misconceptions: Tools for Checking Student Understanding

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, September 20, 2017

Time: 12 p.m. – 1 p.m.

Location: <https://philau.zoom.us/j/742598285>

Maximum Enrollment: unlimited (online offering)

How do you know students are getting it? How do students know they're getting it? Tools such as polls and quizzes can help instructors identify misconceptions or areas where students may need more support to master a concept or skill. In this session, we'll explore a range of tools including Blackboard Tests, student response systems, and reflective journals.

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

- 1) Identify at least one tool that provides students a way to "check-in"
- 2) Develop a strategy for incorporating one tool in your course
- 3) Create a short activity that incorporates one tool for checking student comprehension

Implementing Best Practices for Technology-Assisted Peer Reviews of Student Papers

Instructors: Madeleine Wilcox, PhD and Dr. Raju Parakkal, PhD

Date: Tuesday, October 3, 2017

Time: 12:30 p.m. – 2 p.m.

Location: Gutman Library Instruction Space

Maximum Enrollment: 20

This project examined whether technology-assisted peer review enhanced active learning and student performance in more traditional classroom settings. Using direct (student papers) and indirect (student surveys) forms of assessment, we found that technology-assisted peer review was an effective means to improve student performance on papers, relative to peer review using hardcopies. Our findings also

Curriculum for Educators (continued)

point towards the beneficial effects of anonymous peer review and of providing students with appropriate incentives and motivation to undertake the review.

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

- 1) Use technology-assisted peer review in their classes
- 2) Understand the challenges and rewards of using technological tools for student peer reviews

ADHD in Your Classroom: What Is It And How To Recognize And Teach These Students With Empathy And Effectiveness

Instructor: Kristin Swoszowski-Tran, PhD

Date: Tuesday, October 17, 2017

Time: 3:30 p.m. - 4:30 p.m.

Location: Gutman Library Instruction Space

Maximum Enrollment: 20

CME Credit: 1.0

Students with ADHD or ADD have unique challenges that may affect their abilities to regulate their behavior, resist impulses and/or accomplish tasks efficiently. ADHD/ADD is a physiological disorder of the brain with definite, predictable behavioral consequences. Participants will be exposed to practical interventions aimed to improving learning and behavior in college classrooms. This workshop will provide an overview of ADHD/ADD and explore how college educators can support students in learning to successfully manage challenges present in their classrooms.

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

- 1) Understand the symptoms, characteristics and treatment of ADD/ADHD
- 2) Discuss the role of self-regulation as well as habit/skill building

3) Develop strategies to use within the classroom to address the behavioral and academic needs of ADHD students.

4) Understand how APPs, tools and platforms may assist students with ADHD

OrciD, Scopus, and Google Scholar, Oh My! – As You Walk the Road of Research, These Can Help Track Your Journey

Instructor: Daniel Verbit, MS

Date: Monday, October 23, 2017

Time: 12 p.m. – 1 p.m.

Location: Gutman Library Instruction Space

Maximum Enrollment: 20

CME Credit: 1.0

There are a variety of identifiers that are out there, some that you create for yourself and others that companies create for you. This workshop will go over the basics and help you set up accounts and link your IDs to your published research. For best results please bring your laptop and digital CV.

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

- 1) Understand the value of claiming and knowing your unique identifiers
- 2) Locate various online unique identifiers
- 3) Compile a digital account of existing scholarship
- 4) Develop a plan for future updates

Experimenting Team-Building Strategies in an Innovative Nexus Learning Capstone Course

Instructor: Gulbin Ozcan-Deniz

Date: Tuesday, November 7, 2017

Time: 11 p.m. – 12 p.m.

Location: Gutman Library Instruction Space

Maximum Enrollment: 20

This proposal aims to analyze team-building and collaborative working problems by re-designing the Construction Capstone Course at Philadelphia University. Currently, the course does not support teamwork and fulfill what students expect from a capstone course, which should be a culminating learning experience. Capstone is re-designed as an active and collaborative course with team-building activities around a real construction project. The presentation will include the re-design steps, the details of the course delivery methods, and student assessment results. The results include the background, characteristics, and dynamics that contribute to team-working as well as the success of team-based and peer learning strategies.

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

- 1) Understand the processes and dynamics that contribute to team working and team success
- 2) Learn how to implement teamwork as an effective teaching tool
- 3) Determine digital tools for collaboration

Introduction to High-Functioning Autism Spectrum Disorder in College Students

Instructor: Kristin Swoszowski-Tran, PhD

Date: Tuesday, November 14, 2017

Time: 3:30 p.m. – 4:30 p.m.

Location: Gutman Library Instruction Space, Philadelphia University

Maximum Enrollment: unlimited (online offering)

This workshop will provide an overview of high-functioning autism spectrum disorder (ASD) and discuss the challenges that students with high-functioning ASD face on a daily basis on college campuses. Participants will be exposed to materials aimed to help them better understand how people with ASD process emotions,

sensory input, stress, and academic environments. Workshop participants will learn more about ASD in both women and men. By the end of the workshop, participants will develop knowledge to prepare them to better recognize, teach, and empathize with students with ASD in their classrooms.

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

- 1) Identify the 3 areas of impairment associated with high-functioning autism spectrum disorders (ASD)
- 2) Identify the learning characteristics of college students with high-functioning ASD
- 3) Use the information about learning characteristics to inform how their classrooms and interactions with students with ASD could become more supportive
- 4) Identify myths associated with ASD and respond to those myths with facts they have learned in the presentation

Creating a Welcome Video for Your Course

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, January 3, 2018

Time: 12 p.m. – 1 p.m.

Location: <https://philau.zoom.us/j/153458108>

Maximum Enrollment: unlimited (online offering)

Creating a Welcome Video for your course provides students with a sense of community and instructor presence. In this session, we'll take a look at best practices for Welcome Video development and explore a quick and easy screen recording tool to help you create an engaging video.

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

- 1) Identify the key components to include in a Welcome Video

- 2) Develop an action plan to create a short video

- 3) Navigate and use the Screencast-O-Matic tool for video creation

Creating a Structure to Support Your Students

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, January 10, 2018

Time: 12 p.m. – 1 p.m.

Location: <https://philau.zoom.us/j/950250662>

Maximum Enrollment: unlimited (online offering)

Students benefit from a framework, or scaffold, that supports their construction of knowledge. One strategy for supporting your learners is to use tools such as Blackboard to organize content and highlight critical features. Another strategy is to create activities that give students opportunities to practice skills or the application of concepts in multiple ways. In this workshop, we'll explore both strategies and begin creating supports for your learners.

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

- 1) Organize course content into chunks
- 2) Edit Blackboard content to include text, images, and video
- 3) Identify activities that build on each other
- 4) Sequence activities to best support students as they master concepts or skills

Weekly Spring Semester Reading and Implementation Group: Diversity, Inclusivity and Social Justice in the Classroom and on Campus

Instructor: Susan Frostén, MArch

Date: Mondays (beginning January 22; ending April 23, 2018)

Time: 11 a.m. – 12 p.m.
(Lunches Included)

Location: Common Thread Fishbowl, Kanbar Campus Center, Room 106

Maximum Enrollment: 15

This reading and implementation group will read a book centric to diversity, social justice, and inclusivity issues in the classroom and on campus. Additional selected readings and viewings, and weekly discussions will allow participants to reflect, learn, and implement strategies to enhance a safe and respectful learning environment while fostering honest and mindful discussion between your students and you.

Weekly Spring Semester Reading and Implementation Group: Energizing the College Classroom with the Science of Emotion

Instructor: Anne Bower, PhD

Date: Tuesdays (beginning January 23; ending April 10, 2018)

Time: 11 a.m. – 12 p.m.
(Lunches Included)

Location: Kanbar Campus Center, Room 302

Maximum Enrollment: 15

Committing to every Tuesday in the spring semester, a group of faculty and staff congregate over free lunch to discuss and implement strategies from Sarah Rose Cavanagh's "The Spark of Learning: Energizing the College Classroom with the Science of Emotion". Participants implement teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes.

Strategies for Giving Students Meaningful Feedback

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, January 24, 2018

Time: 12 p.m. – 1 p.m.

Location: <https://philau.zoom.us/j/853932791>

Maximum Enrollment: unlimited (online offering)

What kinds of feedback help the learning process? In this workshop, we'll explore ways to set the stage for meaningful feedback. We'll discuss creating forward-looking assessments, establishing clear performance criteria, adding opportunities for self-assessment, and providing actionable feedback.

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

- 1) Identify forward-looking assessments
- 2) Define criteria and standards for assessments
- 3) Identify opportunities for self-assessment activities
- 4) Identify strategies for employing frequent, immediate, criteria-based feedback

Nexus Learning 101: Active Learning Strategies

Instructors: Jeffrey Ashley, PhD; Anne Bower, PhD; David Kratzer, Chris Pastor, PhD

Date: Friday, January 26, 2018

Time: 11 a.m. – 1 p.m.

Location: Library Instructional Space

Maximum Enrollment: 20

CME Credit: 2

One Nexus Learning tenet is 'active and engaged' learning. But what does that mean? In this session, we'll explore active learning strategies. Participants will develop a plan to incorporate one active learning strategy in their course.

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

- 1) Recognize what active learning encompasses and identify active learning strategies
- 2) Develop a plan for incorporating an appropriate and doable active learning strategy within one of your courses to enhance a learning experience for your students
- 3) Identify potential risks (and benefits) within that plan and formulate potential solutions (a 'back pocket' readiness plan)

Tools for Collaborative Creation

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, February 7, 2018

Time: 12 p.m. – 12:30 p.m.

Location: <https://philau.zoom.us/j/919672133>

Maximum Enrollment: unlimited (online offering)

Looking for technology tools that allow students to co-create and provide feedback or comments? In this short session, we'll go beyond Blackboard's group tools to explore tools that support student (and faculty!) collaboration.

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

- 1) Define your specific collaboration requirements
- 2) Identify tools that support your learning goals
- 3) Develop a plan for implementing a collaboration tool for at least one assignment in your course

Getting Started with Flipped Learning

Instructors: Sherri Place, MS and May Truong-Merritt, MS

Date: Wednesday, February 2, 2018

Time: 12 p.m. – 1 p.m.

Location: <https://philau.zoom.us/j/346196414>

Maximum Enrollment: unlimited (online offering)

Looking for ways to make the most of your face-to-face class time? Consider incorporating flipped learning! In this workshop, we'll explore the Four Pillars of F-L-I-P that support active, engaged learning.

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

- 1) Identify the four pillars of F-L-I-P
- 2) Describe one strategy for incorporating at least one pillar
- 3) Design an action plan for flipping one class meeting within a course

Game-Based Learning: Getting Started

Instructors: Chris Pastore, PhD, Jack Suss, PhD

Date: Tuesday, February 6, 2018

Time: 11 a.m. – 12 p.m.

Location: Paul J. Gutman Library Instruction Space

Maximum Enrollment: 20

CME Credit: 1.0

Game-based learning, or gamification of the classroom, is gaining attention. The underlying principle is that if students are engaged in winning the game, they will put more active learning to play and, the literature suggest, increase retention. But what is gamification? Are there good games and bad games to deploy in the classroom? In this workshop, we will experience a few simple games and discuss the advantages and disadvantages of them as educational tools.

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

- 1) Recognize the components of good games
- 2) Apply components of gaming to begin to design a pedagogical game

- 3) Design assessment tools to gauge success of your game

Fostering Engaged Student Learning Using Team-Based Learning

Instructor: Jeff Ashley, PhD

Date: Friday, February 16, 2018

Time: 11:30 a.m. – 1 p.m.

Location: Paul Gutman Library, Instructional Space

Maximum Enrollment: Unlimited

CME Credit: 1.5

Team-Based Learning (TBL) is an evidence-based collaborative learning teaching strategy designed around units of instruction, known as “modules,” that are taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise. This workshop puts you in the seat of a student to appreciate the process and effectiveness of TBL.

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

- 1) Recognize the three modules of the team based learning process
- 2) Apply team based learning strategies in their courses to optimize student preparation and incorporate higher order thinking skills

Vernal Equinox Update on Scholarly Resources

Instructors: Philadelphia University Librarians

Date: Thursday, March 22, 2018

Time: 2 p.m. – 3:15 p.m.

Location: Paul J. Gutman Library Instruction Space

Maximum Enrollment: 20

Spring is a great time to think about future course planning and summer research goals. The librarians of Gutman Library will be hosting a round robin discussion of various new library

resources and changes to services in the new enterprise. Question of all types are welcome as we sojourn across the nexus learning possibilities using library resources. After a group question and answer period, light refreshments will be served allowing one-on-one time with your friendly librarians to plan future collaborations.

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

- 1) Understand new database interfaces
- 2) Identify changes to available resources
- 3) Liaise with librarians for scheduling for the fall semester

Teaching with Technology: How to decide What Works for You and Your Students?

Instructor: David Kratzer, MArch

Date: Thursday, March 29, 2018

Time: 11:30 a.m. – 1 p.m.
(Lunch Included)

Location: Library Instructional Space, Philadelphia University

Maximum Enrollment: 20

CME Credit: 1.25

Adopting a new technology can be time-consuming, risky, and may not align with your student learning goals. This workshop explores the myriad of tech-assisted teaching and learning methods that can be used to more fully engage students in applied and meaningful interactions with course content and skill development.

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

- 1) Identify areas within their courses where technology could be used to enhance student learning outcomes
- 2) Create a tech-assisted teaching strategy that can be implemented in an existing or future course

- 3) Identify assessment tools that can be used to measure the effectiveness of implemented tech-assisted teaching and learning strategies

Crafting a Self-Reflective Teaching or Professional Development Portfolio Workshop

Instructors: Jeffrey Ashley, PhD, Susan Frosten, MArch

Date: Monday, May 14 to Wednesday, May 16, 2018 (3 days)

Time: 9:30 a.m. – 4 p.m. (Lunches Included)

Location: Kanbar Campus Center, Room 306

Maximum Enrollment: 15

As defined by Peter Seldin (co-author of *The Teaching Portfolio*), a teaching portfolio is a factual description of a professor's teaching strengths and accomplishments which includes documents and materials that collectively suggest the scope and quality of a professor's teaching performance. This 3-day workshop pairs participants with mentors to construct a teaching (or professional development) portfolio that is reflective, evidence-based, and richly provides insight into who you are as a teacher.

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

- 1) Develop an evidence based teaching or professional development portfolio with a narrative of thoughtful reflection based in evidence in a 12-page document plus appendices



Curriculum for Researchers and Scholars

Critical Points of the Post-Award Process: Setting the Stage for Effective Fiscal Management

Instructor: Timothy R. Schailey,
MS, Director, Office of Research
Administration

Date: Wednesday, September 27, 2017

Time: 12 p.m. – 1 p.m.

Location: Curtis Building, Room 218

Maximum Enrollment: 30

In support of principal investigators and the institution's research enterprise, research administrators are predominantly responsible for the day-to-day oversight and management of the administrative aspects of sponsored program activities. At a minimum, the responsibilities of a research administrator include: assisting investigators with proposal preparation, serving as a liaison between the principal investigator and sponsors, and monitoring all administrative tasks specific to a sponsored project. The incumbent is also responsible for possessing a familiarity with institutional, state, and federal regulations specific to grant/contract management. Facilitation of the aforementioned efforts begins at the proposal stage and continues until the close out of the award. This workshop is focused on the key aspects of post-award activities which are critical to ensure the success of a sponsored program.

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

- 1) Have increased knowledge of post-award tasks to ensure effective management of awards.

Getting Started: Identifying Funding Opportunities with Jefferson Resources

Instructors: Gary Kaplan, Dana Marcus,
and Molly Gerber

Date: Tuesday, October 10, 2017

Time: 12 p.m. – 1 p.m.

Location: Jefferson Alumni Hall, Eakins
Lounge

Maximum Enrollment: 100

Date: Wednesday, February 21, 2018

Time: 12 p.m. – 1 p.m.

Location: Bluemle Life Sciences Building,
Room 101

Maximum Enrollment: 100

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 & Learning, Research Administrative Center of Excellence, and the Office of Research Administration

Health Services & Patient Centered Outcomes Research

Instructors: Brendan Carr, MD, Kristin
Rising, MD

Date: Friday, October 27, 2017

Time: 12 p.m. – 1 p.m.

Location: Bluemle Life Sciences Building,
Room 105/107

Maximum Enrollment: 100

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 healthcare 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

Export Control: How it Can Affect Your Research Project

Instructor: Niki Weiss

Date: Wednesday, October 18, 2017

Time: 12 p.m. – 1 p.m.

Location: TBD

Maximum Enrollment: 30

As Jefferson expands its international footprint within the research community, it has become necessary for principal investigators (PI), administrators, and research staff to understand and comply with the federal regulations regarding Export Control. If your project involves

Curriculum for Researchers and Scholars (continued)

collaborations with foreign colleagues in countries outside the United States, 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

High Impact Publishing

Instructors: Dan Kipnis, MS and Jennifer Wilson, MS

Date: Tuesday, November 21, 2017

Time: 11 am – 12 p.m.

Location: Jefferson Alumni Hall, Room M13A East

Maximum Enrollment: 100

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

Key Steps in Writing – and Publishing – Your Manuscript

Instructor: Jennifer Wilson, MS

Date: Tuesday, November 28, 2017

Time: 11 am – 12 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credit: 1.0

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

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

Instructor: Jennifer Wilson, MS

Date: Monday, March 19, 2018

Time: 12 p.m. – 1 p.m.

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 30

CME Credit: 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) Relate practical ways to integrate these habits to achieve individual writing goals

A Road Map to Clinical Research at Thomas Jefferson University

Instructors: Kathleen O'Malley, Michael Caggiano, David Whellan, MD

Date: Friday, April 13, 2018

Time: 12 p.m. – 1 p.m.

Location: TBD

Maximum Enrollment: 100

CME: 1.0

Participants in this workshop will inform investigators and clinical research personnel how to navigate the University systems, required approvals, and business processes in order to effectively conduct compliant clinical research. The responsibilities of the research team, as well as the considerations for evaluating feasibility and study start-up will also be discussed. Subject matter experts from the Office of Human Research, Jefferson Clinical Research Institute (JCRI), JCRI Business Operations, and the Clinical Trials Office will be participating in this workshop.

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

- 1) Identify two TJU websites that provide guidance on performing compliant clinical research.
- 2) Describe four responsibilities of the Principal Investigator, as defined by the Code of Federal Regulations.
- 3) List four areas of consideration when assessing study feasibility.

Grant Writing Workshop Series

Instructors: Raymond Penn, PhD; Scott Waldman, PhD; Gerald Grunwald, PhD; Carol Prem, and Deborah Roussell

Dates: TBD

Location: TBD

Maximum Enrollment: 50

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 will 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, and Everything Else

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

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

Academic Research and Library Tools: By Request

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, participant 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

Instructors: Dan Kipnis, Gary Kaplan

Date: By request

Time: 45 minutes

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

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

Follow us on Twitter, too: @SMLibrary_TJU

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 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.

Curriculum for Researchers and Scholars (continued)

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 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 to schedule)

Learn to search MEDLINE through PubMed, the National Library of Medicine's Entrez search engine. This class focuses on using Linkout (links to over 5,300 full-text Scott Memorial Library electronic journals),

My NCBI (store and retrieve search strategies and establish search filters), Clipboard, Limits, and History features of PubMed. In addition, learn to set-up collection lists to permanently save lists of citations.

This workshop will cover:

- 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 for everyone at Jefferson.

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 websites for your patients. This session can be catered to specific departments.

Curriculum for Leadership and Professional Development

Success in Academia: Different Challenges for Junior and Senior Women Scientists

Instructor: Sue V. Rosser, PhD*

Date: Monday, September 25, 2017

Time: 9: a.m. – 12 p.m.

Location: Bluemle Life Sciences Building, Room 105/107

Maximum Enrollment: 100

Despite the major changes in higher education, funding opportunities, and in scientific technology during the last fifteen years, gender issues have persisted, even in disciplines such as biosciences and medicine with increasing numbers and percentages of women. Although little research has focused directly on the effect of the changes on women scientists who have remained in the professoriate, a longitudinal survey of the NSF Professional Opportunities for Women in Research and Education (POWRE) awardees, a group who represent successful academic women scientists, provide insight into their perceptions of these effects. Recent responses from POWRE awardees overwhelmingly indicate that junior women face different issues from those faced by their senior women colleagues. Because career stage is highly correlated with chronological age, junior women are more likely to face childbearing/caring issues and/or may be more likely to be trying to establish a satisfactory dual career situation with their partner/spouse than are their senior colleagues. While balancing career and family contributes significantly to the perceived differences between junior and senior women, those are not the only issues that account for the differences. A closer examination of the data reveals there is consensus that policies and practices to remove obstacles and barriers that inhibit career advancement for junior women have been implemented. However, no such consensus about policies to

facilitate careers for senior women appears to have evolved in academia.

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

- 1) Compare and contrast professional development issues for junior women and faculty and senior women faculty
- 2) Analyze the policies and practices which facilitate career development for women scientists
- 3) List one or two steps that faculty can take to advance career development

**Dr. Sue Rosser has served as the Special Advisor on Research Development and External Partnerships for the California State University System Office of the Chancellor since September, 2016. From 2009-2016, she was the Provost and Vice President for Academic Affairs at San Francisco State University. From July 1999 – 2009, she served as Dean of Ivan Allen College of liberal arts college at Georgia Institute of Technology, where held the endowed Ivan Allen Dean's Chair of Liberal Arts and Technology. She received her PhD in Zoology from the University of Wisconsin-Madison. She has authored and edited fourteen books and written approximately 130 journal articles on the theoretical and applied problems of women and science and women's health; her most recent books are Academic Women in STEM Faculty: Views Beyond a Decade After POWRE (Palgrave Macmillan: 2017) and Breaking into the Lab: Engineering Progress for Women in Science (NYU Press: 2012). She has held several grants from the National Science Foundation (NSF), including from 2016-2019, serving as PI on IT Catalyst (\$250,000), 2001-2006 as co-PI on a \$3.7 million ADVANCE grant, PI on InTEL: Interactive Toolkit for Engineering Learning (\$900,000), and on Bridge to the Future for GIs (\$217,732). She served as a Clayman Fellow at Stanford University (2007-08). She served on the American Association for the Advancement of Science (AAAS) Executive Board, 2010-14.*

New Faculty: Preparing for Success in an Academic Career

Instructor: Karen Novielli, MD

Dates: Thursdays; September 28, October 12, October 26, November 2, November 30, and December 7, 2017

Time: 8 a.m. – 9 a.m.

Location: College Building, 100 College, Rodgers Conference Room

Maximum Enrollment: 20

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)
- 6) Identifying Resources to support your research and scholarship (Gary Kaplan, Scott Memorial Library, Room 307)

Curriculum for Leadership and Professional Development (continued)

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

Instructor: Bernie Lopez, MD

Date: Wednesday, October 11, 2017

Time: 4 p.m. – 5:30 p.m.

Location: TBD, East Falls Campus

Maximum Enrollment: 50

CME credits: 1.5

Date: Wednesday, April 25, 2018

Time: 12 p.m. – 1:30 p.m.

Location: Bluemle Life Sciences Building, Room 101

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

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

Instructor: Karen Novielli, MD

Date: Thursday, October 12, 2017

Time: 12 p.m. – 1 p.m.

Location: Scott Memorial Library, Room 616

Maximum Enrollment: 20

Date: Wednesday, February 7, 2018

Time: 12 p.m. – 1 p.m.

Location: College Building, Room 100, Rodgers 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.

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: Thursday, October 26, 2017

Time: 4 p.m. – 5 p.m.

Location: Scott Memorial Library, Room 616

Maximum Enrollment: 20

Date: Wednesday, February 21, 2018

Time: 4 p.m. – 5 p.m.

Location: College Building, Room 100, Rodgers Conference Room

Maximum Enrollment: 20

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

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

Instructor: Karen Novielli, MD

Date: Thursday, January 25, 2018

Time: 3 p.m. – 5 p.m.

Location: TBD

Maximum Enrollment: 30

During this interactive and reflective workshop, participants should be able to:

- 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.

Faculty Learning Communities at Thomas Jefferson University

The Office for Faculty Development at Thomas Jefferson University is excited to support the development of learning communities for its faculty. Most recently, the Office, in collaboration with the College for Population, has supported a faculty learning community around patient safety.

The Jefferson Clinical Quality and Patient Safety (CQPS) Learning Community meets approximately quarterly. The group serves as an informal network connecting diverse faculty and staff with an interest in Quality and Safety, and pursuing the following goals:

- 1) Provide peer assistance and support for developing, implementing, and studying initiatives in QI/PS
- 2) Identify/promote/share/implement promising practices in QI/PS
- 3) Advance scholarship in the areas of Quality Improvement and Patient Safety

- 4) Serve as a valued resource to Jefferson and member groups by representing and informing community needs.

Breakfast meetings are attended on a drop-in basis. The online platform SLACK is used to connect and coordinate members.

If you're interested in learning more about this community and getting more active in safety and quality at Thomas Jefferson University, please email Rebecca Jaffe (rebecca.jaffe@jefferson.edu) or Dimitrios Papanagnou (Dimitrios.Papanagnou@jefferson.edu).

Alternatively, if there is a learning community that you are interested in starting and would like to discuss this with the Office for Faculty Development, please do not hesitate to email Dimitrios Papanagnou (Dimitrios.Papanagnou@jefferson.edu).

Jefferson Leadership Academy (JLA)

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

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

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

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

Modules include the following:

- 1. The State of Healthcare and the Leadership Imperative**
The current state of healthcare and its implications for Jefferson, including CLER Standards, Quality and Safety and Disruptive Partnerships; an overview of Population Health
- 2. The Business of Healthcare**
An overview of Jefferson's finances; computerized simulation of running a health system using Jefferson's data
- 3. Leading Change**
Leading Systems of Change; Lean Essentials
- 4. Developing a Powerful Leadership Style**
Stakeholder mapping; Crucial conversations and coaching employee performance
- 5. Using Human Capital to Achieve Strategic Sustainability**
Emotional Intelligence; Managing Diversity
- 6. The Art of Teaming and Coalition Building**
Team based problem solving; Hogan Leadership Profiles
- 7. The Process of Creativity**
A trip to the Pennsylvania Academy of Fine Arts to study the process of creativity for individuals and within a network
- 8. Negotiation and Persuasion: Bargaining for Advantage**
The foundations for effective negotiation
- 9. Entrepreneurialism**
The world of the entrepreneur and the process of moving from idea to funding to start-up

10. Leadership Lessons from the Battlefield

Integrating the program's leadership lessons through on the ground analysis of the Gettysburg battle

11. Gettysburg Debrief, Program Lessons Learned

Consolidation and applications of learnings from Gettysburg trip and entire program

12. Formal Project Report Out, Graduation

Formal project report out to Executive Team and other invited guests. Graduation. Creation of Leadership Academy Alumni with class president.

Self-Directed Learning Modules

To access the Web Based Self-Directed Learning Modules go to the following URL which can be accessed through the TJU Faculty Development website: www.jefferson.edu/faculty_development

Adult Learning Theory in Medical Education

Instructor: Lindsey Lane, MD

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

Audiovisual Aids in Teaching

Instructor: Kathleen Day, MS

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

Effective Techniques for Managing Longitudinal Learning Groups

Instructor: Timothy Brigham, PhD

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

Large Group Presentation Skills

Instructor: Howard Weitz, MD

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

Writing Educational Objectives

Instructors: Karen Novielli, MD, Cynthia Kryder, MS

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

Bedside Teaching

Instructor: Greg Kane, MD

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

Using Case-Based Teaching Methods in Medical Education

Instructor: Gerald Isenberg, MD

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

Teaching and Evaluation Techniques for the Office Preceptor

Instructor: Lindsey Lane, MD

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

Evidence-Based Medicine

Instructor: Walter Kraft, MD

Evidence based medicine is the integration of clinical expertise with the best clinical information gathered through systematic research. This

workshop will review techniques to effectively retrieve quality, clinically

relevant information from MEDLINE, PubMed, and the EBM Review databases.

Providing Effective Feedback

Instructor: Timothy Brigham, PhD

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

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.

WEB BASED SELF DIRECTED LEARNING MODULES

PowerPoint Series

Available online anytime at: <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 & Fair Use Guidelines

Available online anytime at: <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.

