



Program in Faculty Development

2018 – 2019



HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

Institutional Faculty Development Team: 2018 – 2019

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

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To the Faculty of Thomas Jefferson University:

Welcome to a new academic year and to opportunities to improve your skills as an educator, scholar and leader at Thomas Jefferson University! This booklet will provide you with information on the TJU Faculty Development Program for the 2018-2019 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 2018-2019 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!



General Information

Registration

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

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

Continuing Medical Education (CME) Credit

Sidney Kimmel Medical College

Eligible SKMC faculty at Thomas Jefferson University will receive AMA PRA Category 1 credit on an hour–for hour basis of participation in eligible faculty development programming. Programs eligible for credit are noted in the booklet with the number of credit hours. Simply indicate that you wish to receive Continuing Education credit when you complete your initial on–line registration and be sure to complete the on–line program evaluation form following the session. Credit will only be given for the total number of sessions for which the on–line evaluation form has been completed, and for which

all ACCME and Jefferson certification requirements have been met. Goals and Objectives for each session are described in the Detailed Program Information that follows.

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

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

All faculty participating in continuing education activities sponsored by Sidney Kimmel Medical College are expected to disclose to the activity audience any real or apparent conflict(s) of interest related to the content of their presentation(s). Full disclosure of faculty relationships will be made at the activity. There is no commercial support for this activity. If you have special needs, please contact Samantha Bruno in the Office of Faculty Affairs at samantha.bruno@jefferson.edu or 215–955–5272.

Other TJU Colleges

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

Refreshments

In general, refreshments will not be served at 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" Monthly Calendar

August

- **Camp EdVenture**
Date: Friday, August 3, 2018
Time: 9 am – 4 pm
- **Find the Time: Tools & Tips for Prioritizing and Collaborating**
Date: Tuesday, August 14, 2018
Time: 12 pm – 1 pm
- **Blackboard Learn: Essentials**
Date: Thursday, August 16, 2018
Time: 10 am – 11:30 am
- **Communicate Like a Pro: Think Like a Journalist and Simplify Your Message**
Date: Thursday, August 23, 2018
Time: 9 am – 10 am
- **Better Everyday Writing for Professionals**
Date: Thursday, August 30, 2018
Time: 12 pm – 1 pm

September

- **Rubrics: Improve Your Grading Efficiency & Reliability**
Date: Tuesday, September 11, 2018
Time: 11 am – 12 pm
- **Serious Fun: Play and Learning**
Date: Wednesday, September 12, 2018
Time: 1 pm – 2 pm

- **Peer Editing Research Manuscripts for: Content**
Date: Thursday, September 13, 2018
Time: 12 pm – 1 pm
- **Communicate Like a Pro: Think Like a Mime and Use Nonverbal Communication**
Date: Tuesday, September 18, 2018
Time: 9 am – 10 am
- **Peer Editing Research Manuscripts for: Clarity**
Date: Thursday, September 27, 2018
Time: 12 pm – 1 pm
- **Cut from Whole Cloth; Introducing Textile Hive's Global Trove**
Date: Thursday, September 27, 2018
Time: 12:30 pm – 1:30 pm
- **Facilitating Inclusive Pedagogy for English Language Learners (ELLs)**
Date: Friday, September 28, 2018
Time: 1 pm – 2 pm

October

- **Improving Assessment with ExamSoft**
Date: Tuesday, October 2, 2018
Time: 11 am – 12 pm
- **These Library Databases Can Keep You Out of Bad Journal Trouble**
Date: Tuesday, October 2, 2018
Time: 2 pm – 3:15 pm

- **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non-Tenure Research Track**
Date: Wednesday, October 3, 2018
Time: 12 pm – 1 pm
- **Proofreading Research Manuscripts**
Date: Thursday, October 04, 2018
Time: 12 pm – 1 pm
- **Reflection as a Tool for Teaching & Learning**
Date: Tuesday, October 9, 2018
Time: 2 pm – 3 pm
- **Health Services & Patient Centered Outcomes Research**
Date: Thursday, October 11, 2018
Time: 12 pm – 1 pm
- **Sticky Notes, Kleenex, and Photostats: An introduction to Patents and Trademarks**
Date: Thursday, October 11, 2018
Time: 12:30 pm – 2 pm
- **Writing the Abstract and Manuscript that will be Accepted**
Date: Friday, October 12, 2018
Time: 12 pm – 1 pm
- **Key Steps in Writing and Publishing Your Manuscript**
Date: Monday, October 15, 2018
Time: 10 am – 11 am

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- **Can't Get Your Medical Education Published? Consider MedEdPORTAL!**
Date: Tuesday, October 16, 2018
Time: 8 am – 9 am
 - **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Clinical and Educational Scholarship Track and the Clinician Educator Track**
Date: Thursday, October 18, 2018
Time: 4 pm – 5 pm
 - **A Road Map to Clinical Research at Thomas Jefferson University**
Date: Friday, October 19, 2018
Time: 7:30 am – 8:30 am
 - **Shock and Awe: Giving Great Presentations**
Date: Friday, October 19, 2018
Time: 12 pm – 1 pm
 - **OrciD and Pivot, As You Walk the Road of Research, These Can Help Fund and Track Your Journey**
Date: Wednesday, October 24, 2018
Time: 12 pm – 1 pm
 - **Activities to Engage Students in Reflecting on the Process of Learning**
Date: Thursday, October 25, 2018
Time: 12:30 pm – 1:30 pm
 - **Fall Program in Pedagogy: Getting to Know the Master Adaptive Learner**
Date: Tuesday, October 30, 2018
Time: 9 am – 12 pm
- ## November
- **If You Think You Don't Have Students with Learning Disabilities in Your Class, Think Again!**
Date: Friday, November 2, 2018
Time: 8 am – 9 am
 - **Introduction to Adult Learning and its Application to the Health Professions**
Date: Friday, November 2, 2018
Time: 12 pm – 1pm
 - **Blackboard Learn: Grade Center**
Date: Thursday, November 15, 2018
Time 10 am – 11 am
- ## December
- **Giving Effective Feedback**
Date: Friday, December 14, 2018
Time: 12 pm – 1 pm
- ## January
- **Creating Effective Learning Experiences**
Date: Thursday, January 10, 2019
Time: 10 am – 11 am
- ## February
- **Universal Design for Instruction (UDI): How Does It Really Impact My Students?**
Date: Friday, January 11, 2019
Time: 8 am – 9 am
 - **Find the Time: Tools & Tips for Prioritizing and Collaborating**
Date: Tuesday, January 15, 2019
Time: 12 pm – 1 pm
 - **Building Better Lectures**
Date: Monday, January 21, 2019
Time: 9 am – 10 am
 - **Getting the Most out of a Mentor: A Workshop for Junior Faculty**
Date: Tuesday, January 22, 2019
Time: 3:30 pm – 5 pm
 - **5 Habits of Successful Writers... And Ways to Foster Them in Your Writing**
Date: Thursday, January 24, 2019
Time: 10 am – 11 am
 - **Food Deserts, Population Density and Quality of Life Mapping**
Date: Tuesday, January 29, 2019
Time: 11 am – 12:30 pm
 - **Get Smart(er): Gutman's Best and Brightest Databases (Mod attire optional)**
Date: Friday, February 1, 2019
Time: 11 am – 12 pm

“At-a-Glance” Monthly Calendar

- **Active Teaching, Engaging Minds**
Date: Friday, February 1, 2019
Time: 12 pm – 1:30 pm
- **Improve Your Bedside Teaching: Facilitating Education in the Clinical Learning Environment**
Date: Friday, February 1, 2019
Time: 12 pm – 1 pm
- **Communicate Like a Pro: Think Like a Designer**
Date: Monday, February 4, 2019
Time: 9 am – 10 am
- **Communicate Like a Pro: Think Like a Radio Host and Find Your Voice**
Date: Monday, February 11, 2019
Time: 9 am – 10 am
- **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Academic Investigator Track and the Non-Tenure Research Track**
Date: Tuesday, February 12, 2019
Time: 12 pm – 1 pm
- **SKMC Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in the Clinical and Educational Scholarship Track and the Clinician Educator Track**
Date: Tuesday, February 19, 2019
Time: 5 pm – 6 pm
- **How to Write Better Abstracts**
Date: Thursday, February 21, 2019
Time: 12 pm – 1 pm
- **Creating & Preparing Charts for Publication**
Date: Thursday, February 28, 2019
Time: 1 pm – 2 pm
- **Classroom Apps and Programs that can be used to Engage Students?**
Date: Wednesday, March 6, 2019
Time: 1 pm – 2 pm
- **Does Technology-aided Note Taking Enhance Information Retention Across Disciplines?**
Date: Friday, March 08, 2019
Time: 11:30 am – 12:30 pm
- **Let’s Get Your Work Published: A Workshop on Developing your Educational Projects for Publication onto MedEdPORTAL**
Date: Tuesday, March 12, 2019
Time: 8 am – 9 am
- **An Introduction to Interprofessional Education (IPE) and Collaborative Practice (CP)**
Date: Friday, March 22, 2019
Time: 9 am – 10:30 am
- **Moving from Pack Member to Pack Leader: Lessons on Resident Management from Dog Whisperers**
Date: Friday, March 22, 2019
Time: 11 am – 1 pm April
- **High Impact Publishing**
Date: Tuesday, April 2, 2019
Time: 10 am – 11 am
- **What’s Your Listening Style? Come Find Out, and See How it Can Impact Your Success in the Workplace!**
Date: Friday, April 12, 2019
Time: 12 pm – 2 pm

March

- **Blackboard Learn: Grade Center**

Date: Thursday, April 25, 2019

Time: 10 am – 11 am

- **Spring Program in Pedagogy:
Master Adaptive Learning
Revisited: Focus on the Teacher**

Date: Tuesday, April 30th, 2018

Time: 9 am – 12 pm

May

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

Dates: Monday, May 13, 2019–
Wednesday, May 15, 2019 (3 Days)

Time: 9 am – 5 pm

“At-a-Glance” Course Outline

Curriculum for Educators

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Professional Development

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Date: Tuesday, February 19, 2019
Time: 5 pm – 6 pm

Curriculum for Educators

Center City Workshops

Clinical Quality and Patient Safety (CQPS) Learning Community at Jefferson

Dates:

Wednesday, August 29th, 2018

Monday, October 29th, 2018

Wednesday, December 19th, 2018

Tuesday, February 12th, 2019

Tuesday, April 9th, 2019

Tuesday, June 11th, 2019

Tuesday, August 13, 2019

Tuesday, October 8th, 2019

Tuesday, December 10th, 2019

Time: 7:30 am – 9 am

Location: Jefferson College of Population Health (JCPH), 901 Walnut Street, 10th floor, JCPH Conference Room 1064

As in previous years, Thomas Jefferson University is proud to support the Clinical Quality and Patient Safety (CQPS) Learning Community. This community of practice is jointly sponsored by Jefferson's College of Population Health, Jefferson's Office for Faculty Development, and the Office for Patient Safety and Thomas Jefferson University Hospital. This interprofessional community is open to all faculty, staff, residents, and students interested in patient safety. The community is now entering its third year at Jefferson, and has set forth the following objectives for the group:

- 1) To provide peer assistance and support for developing, implementing, and studying initiatives in quality improvement and patient safety.
- 2) Identify, promote, share, and implement promising practices in quality improvement and patient safety.

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.

Past meetings have focused on sharing quality improvement projects; packaging quality improvement into forms of peer-reviewed scholarship; sharing best practices for quality improvement; identifying potential barriers early in successfully executing quality improvement initiatives; and provide an opportunity for members to meet and have a dialogue with senior leadership across the enterprise.

New members interesting in quality improvement and patient safety and strongly encouraged to join the CQPS Learning Community. The community meets regularly at 7:30 am on designated Monday, Tuesday, or Wednesday mornings (dates are indicated below) over the academic year. An agenda for each meeting is shared in advance of each meeting. Breakfast is always served, and time is allocated for networking and idea sharing at the start of each meeting.

Reflection as a Tool for Teaching & Learning

Instructor: Tony Frisby, PhD

Date: Tuesday, October 9, 2018

Time: 2 pm – 3 pm

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

This session will focus on the use of student reflection as one method for deepening their 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 in one or more of your courses to benefit your students and gain a better understanding of their thought processes.

At the end of this 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

Can't Get Your Medical Education Published? Consider MedEdPORTAL!

Instructor: Nethra Ankam, MD

Date: Tuesday, October 16, 2018

Time: 8 am – 9 am

Location: Jefferson Alumni Hall, Room 207

Maximum Enrollment: 30

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.

At the end of this 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

Shock and Awe: Giving Great Presentations

Instructor: Chaiya Laoteppitaks, MD

Date: Friday, October 19, 2018

Time: 12 pm – 1 pm

Location: Jefferson Alumni Hall, Room 307

Maximum Enrollment: 100 Feel as if your presentations are like karaoke, where all you do is read the words on the screen? Want to learn about incorporating multimedia and adult learning principles into your talks? Then come to this session and learn how to format your presentation to more effectively deliver your message. At the end of this session, participants should be able to:

- 1) Apply the concept of the 3 P's when preparing their next presentation
- 2) Describe the theory of multimedia learning
- 3) Design effective slides using the theory of multimedia learning
- 4) Construct effective handouts for the next presentation

Fall Program in Pedagogy: Getting to Know the Master Adaptive Learner

Instructors: Maria Mylopoulos, PhD* and Niki Woods, PhD*

Date: Tuesday, October 30, 2018

Time: 9 am – 12 pm

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100

Experts in any profession must rapidly access and interpret continuously evolving information, and understand how the use of new data supports their performance in their respective domain and industry. One of the aims of effective instruction is assisting students to become master adaptive learners – expert, self-directed, self-regulated, and lifelong workplace learners.

In this two-part series, Drs. Maria Mylopoulos and Niki Woods will discuss how faculty can help their students develop skills in adaptive learning. The session will begin with a keynote presentation on preparing learners to be the experts our respective professions need. Their talk will focus on the imperative for adaptive expertise in healthcare and non-healthcare contexts. Participants will better appreciate adaptive expertise as the goal of educational curricula, and will be able to describe ways their curricula can better support the development of adaptive expertise.

The session will transition into a workshop that will allow participants to work together to design 'productive' learning experiences for their students that will support the development of adaptive expertise. During the workshop, Drs. Mylopoulos and Woods will assist faculty members in being able to foster adaptive expertise, and will provide participants with teaching strategies for cognitive integration, productive struggle, and meaningful variation.

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

- 1) Define educational approaches that support the integration of basic and clinical sciences
- 2) Consider what forms of knowledge constitute basic science and discuss practical approaches for teachers to support cognitive integration
- 3) Define educational opportunities for supportive adaptive productive struggle
- 4) Identify practical educational opportunities for supporting meaningful variation in learners

Maria Mylopoulos, PhD is Associate Professor in the Department of Pediatrics at the University of Toronto and Associate Director of Training Programs at the University of Toronto's Wilson Centre. Dr. Mylopoulos' research program explores the development and maintenance of expertise, with a particular focus on how health professionals deal with uncertainty, novelty, and complexity in their daily clinical problem solving. The aim of her research is to evolve understanding of the knowledge and capabilities that underpin this facet of expertise as it occurs in real-world contexts using theoretical frameworks of clinical reasoning and adaptive expertise. The ultimate goal of her research is to translate this understanding to educational design that promotes the development of exceptional clinicians who are able to handle the complexities and challenges of the healthcare workplace.

Niki Wood, PhD is Associate Professor in the Department of Family and Community Medicine at the University of Toronto and Associate Director of Operations at the University of Toronto's Wilson Centre. Dr. Wood's work examines the role biomedical knowledge in clinical reasoning and value of basic science training play in the development of medical

Curriculum for Educators (continued)

expertise. Applying principles of memory and learning to medical education, she has begun to look beyond the problem-solving aspect of diagnosis to the cognitive resources that support clinical reasoning. Her research program at the Wilson Center focuses on: 1) the design of instructional methods that integrate clinical knowledge and conceptual models of disease; 2) the evaluation of basic science knowledge; and 3) understanding the changing role of biomedical knowledge throughout undergraduate, postgraduate, and continuing education.

If You Think You Don't Have Students with Learning Disabilities in Your Class, Think Again!

Instructors: Jennifer Fogerty, MSEd, Mary Gozza-Cohen, PhD, Kathryn Shaffer, EdD, RN, MSN, CNE Date:

Date: Friday, November 2, 2018

Time: 8 am – 9 am

Location: Hamilton Building, Room 505

Maximum Enrollment: 50

Did you know that 2.3 million students in K–12 are diagnosed with specific learning disabilities (SLD) and receive services? Guess what happens when these students graduate? They come to Jefferson! Students with learning disabilities can excel in all areas of academics. A learning disability is a neurological condition that interferes with an individual's ability to store, process, or produce information. Students with learning disabilities learn differently, but when taught properly can soar. This session will give an overview of various learning disabilities and how they impact a student's ability to learn.

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

- 1) Define learning disabilities
- 2) Describe the impact learning disabilities have on student performance
- 3) Discuss implications learning disabilities have on instructors, and set the stage for the follow-up workshop in January of 2019

Introduction to Adult Learning and its Application to the Health Professions

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

Date: Friday, November 2, 2018

Time: 12 pm – 1 pm

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100

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

Giving Effective Feedback

Instructor: Robin Naples, MD

Date: Friday, December 14, 2018

Time: 12 pm – 1 pm

Location: Jefferson Alumni Hall, Room 307

Maximum Enrollment: 100

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

Creating Effective Learning Experiences

Instructor: Julie Phillips

Date: Thursday, January 10, 2019

Time: 10 am – 11 am

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

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 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

Universal Design for Instruction (UDI): How Does It Really Impact My Students?

Instructors: Mary Gozza–Cohen, PhD, Jennifer Fogerty, MEd, Kathryn Shaffer, EdD, RN, MSN, CNE

Date: Friday, January 11, 2019

Time: 8 am – 9 am

Location: Hamilton Building, Room 505

Maximum Enrollment: 50 Students with learning disabilities and other diverse learner needs and preferences represent a growing presence on university campuses. Traditional means of meeting the learning needs of these students are limited. Universal Design for Instruction in higher education consists of nine guiding principles that are grounded in research and what we already know about creating accessible environment and good teaching (Scott, McGuire & Shaw, 2003). This session will include discussions and information on the principles of UDI and specific methods for implementing UDI in our teaching.

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

- 1) Define Universal Design for Instruction
- 2) Describe ways in which universal design may be applicable in their classrooms, buildings or community
- 3) Describe several ways in which the principles of UDI may be applied in one or more of their courses

Building Better Lectures

Instructor: Julie Phillips

Date: Monday, January 21, 2019

Time: 9 am – 10 am

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

Streaming: Yes

According to classroom observations and self-report data, instructors rely heavily on lecture as an instructional method despite research documenting the limited effectiveness of lectures as a teaching strategy. Lectures can be integral to the learning experience with an understanding of the factors contributing to its effectiveness as an instructional tool. This workshop will

focus on identifying key uses of lecture and three simple strategies for building more effective learning experiences for students. Participants are asked to identify and bring a lecture they have previously developed for use during the experiential workshop.

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

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

Active Teaching, Engaging Minds Instructor: CTL Staff

Date: Friday, February 1, 2019

Time: 12 pm – 1:30 pm

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

Streaming: Yes

Active teaching is an umbrella term used to identify a variety of teaching strategies. It includes most anything that students do in a classroom other than passively listening to an instructor's lecture. Research demonstrates active learning improves students' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking. Active learning, however, presents challenges and requires re-thinking the classroom space and traditional roles.

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

- 1) summarize the impact of active teaching on student learning

Curriculum for Educators (continued)

- 2) demonstrate a handful of active teaching strategies
- 3) discuss some challenges to adopting active teaching techniques

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

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

Date: Friday, February 1, 2019

Time: 12 pm – 1 pm

Location: Jefferson Alumni Hall, Room 407

Maximum Enrollment: 100

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) Consider the experience of the patient and family during the teaching session

Let's Get Your Work Published: A Workshop on Developing your Educational Projects for Publication onto MedEdPORTAL

Instructor: Nethra Ankam, MD

Date: Tuesday, March 12, 2019

Time: 8 am – 9 am

Location: Hamilton Building, Room 201

Maximum Enrollment: 10

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

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

- 1) Identify MedEdPortal and distinguish its role in creating an open exchange of health education teaching and assessment resources
- 2) Describe the MedEdPORTAL's rigorous peer-review processes for successful publication
- 3) Develop a plan for turning current educational content into educational scholarship
- 4) Apply processes and strategies for publication to their own work

FACULTY APPRECIATION DAY

An Introduction to Inter-professional Education (IPE) and Collaborative Practice (CP)

Instructors: Jefferson Center for Interprofessional Practice & Education (JCIPE) Team

Date: Friday, March 22, 2019

Time: 9 am – 10:30 am

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100

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 this 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

Moving from Pack Member to Pack Leader: Lessons on Resident Management from Dog Whisperers

Instructors: John Donnelly, MD, Brian Levine, MD, Gretchen Diemer, MD, Dimitrios Papanagnou, MD, MPH, EdD(c)

Date: Friday, March 22, 2019

Time: 11 am – 1 pm

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100 Have you ever seen a leader who earned respect from those around her/him? Have you had a boss who was tough, set high expectations, but was perceived as fair? Have you seen a leader who could easily stay cool and calm, even when those around her him were not? If so, you may have witnessed someone who was a Pack Leader on the job.

Of the many tasks that educational program leaders have, one of the most important is creating a culture within the program that supports assertive leadership. In this workshop, we will explore what it means to be the “pack leader” for your educational program. The workshop will begin by discussing several leadership styles, and explore the importance of creating a residency culture where high expectations and accountability are the norm.

Through the use of video clips and lessons from the Dog Whisperer, Cesar

Milan, participants will appreciate the importance of setting rules, boundaries, and limitations as the residency program leader. Participants will spend time in small groups identifying areas in their program where rules have worked and failed. Participants will then learn how to use calm assertive leadership styles to help support a culture accountability in their respective programs. Rather than just another member of the pack, program leaders who successfully follow these techniques will be seen as respected “pack leaders” for their trainees and staff.

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

- 1) Recognize times when it is important to be the pack leader for their program
- 2) Identify areas in their programs where they can set expectations by developing rules, boundaries and limitations
- 3) Apply calm assertive leadership to help when their rules are challenged or when residents are upset about poor performance

What’s Your Listening Style? Come Find Out, and See How it Can Impact Your Success in the Workplace!

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

Date: Friday, April 12, 2019

Time: 12 pm – 2 pm

Location: Bluemle Life Sciences Building, Rooms 105/107

Maximum Enrollment: 100

Social intelligence (SQ) is of utmost importance in healthcare settings. Whether it’s interacting with patients and their families, or working with interprofessional, multidisciplinary

teams, SQ is essential for successful outcomes. SQ ties into empathy; and healthcare professionals are expected to be display an empathic bedside manner. Unfortunately, formalized, robust training programs in SQ do not exist in the context of healthcare education.

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

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

At the end of this 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

Curriculum for Educators (continued)

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

Spring Program in Pedagogy: Master Adaptive Learning Revisited: Focus on the Teacher

Instructors: Maria Mylopoulos, PhD* and Niki Woods, PhD*

Date: Tuesday, April 30, 2018

Time: 9 am – 12 pm

Location: Jefferson Alumni Hall, Eakins Lounge

Maximum Enrollment: 100

Experts in any profession must rapidly access and interpret continuously evolving information, and understand how the use of new data supports their performance in their respective domain and industry. One of the aims of effective instruction is assisting students to become master adaptive learners – expert, self-directed, self-regulated, and lifelong workplace learners.

In their second workshop at Jefferson, Drs. Maria Mylopoulos and Niki Woods will build on the principles discussed during their Fall 2018 workshop, and will focus the conversation on how the principles of master adaptive learning affect teachers, faculty, and instructors. Participants will better understand the considerations they will need to account for if they want to better support master adaptive learning in their respective practice – whether it's in the classroom or the clinical environment.

The session will transition into a workshop that will serve as a design space for participants to generate ideas and identify teacher-centered enablers and barriers that underpin the success of developing and supporting expertise in learners.

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

- 1) Define master adaptive learning
- 2) Cite successful examples for the developing expertise in learners
- 3) Identify enablers and barriers in supporting master adaptive learning
- 4) Generate concrete ideas participants can take with the to apply with their own students

**Maria Mylopoulos, PhD is Associate Professor in the Department of Pediatrics at the University of Toronto and Associate Director of Training Programs at the University of Toronto's Wilson Centre. Dr. Mylopoulos' research program explores the development and maintenance of expertise, with a particular focus on how health professionals deal with uncertainty, novelty, and complexity in their daily clinical problem solving. The aim of her research is to evolve understanding of the knowledge and capabilities that underpin this facet of expertise as it occurs in real-world contexts using theoretical frameworks of clinical reasoning and adaptive expertise. The ultimate goal of her research is to translate this understanding to educational design that promotes the development of exceptional clinicians who are able to handle the complexities and challenges of the healthcare workplace.*

**Niki Wood, PhD is Associate Professor in the Department of Family and Community Medicine at the University of Toronto and Associate Director of Operations at the University of Toronto's Wilson Centre. Dr. Wood's work examines the role biomedical knowledge in clinical reasoning and value of basic science training play in the development of medical expertise. Applying principles of memory and learning to medical education, she has begun to look beyond the problem-solving aspect of diagnosis to the cognitive resources that support clinical reasoning. Her research program at the Wilson Center focuses on: 1) the design of*

instructional methods that integrate clinical knowledge and conceptual models of disease; 2) the evaluation of basic science knowledge; and 3) understanding the changing role of biomedical knowledge throughout undergraduate, postgraduate, and continuing education.

Center for Teaching and Learning–Center City Campus

Find the Time: Tools & Tips for Prioritizing and Collaborating

Instructor: Pam Walter, MFA

Date: Tuesday, August 14, 2018

Time: 12 pm – 1 pm

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

The purpose of this 55-minute investment of your time is to give you tools and strategies to begin finding the time to do things that you value. Practicing well-tested methods used by some of the most productive people in history, you can enhance how you prioritize your commitments and interruptions. Also, in this period of change at Jefferson, you may need to collaborate with others who can help you get things done. Finding helpful collaborators helps you find time. We'll look at the big picture of your pie and how to slice it into its most productive pieces.

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

- 1) Assess what they spend their time doing
- 2) Prioritize their activities using the Eisenhower matrix
- 3) Protect their time.

- 4) Identify where collaboration and delegation would help.
- 5) Ask for collaboration.

Blackboard Learn: Essentials

Instructor: Edward Everett

Date: Thursday, August 16, 2018

Time: 10 am – 11:30 am

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 20

Essentials focuses on the basic features of Blackboard giving faculty the tools to build a course in Blackboard Learn. This session is recommended for all faculty and organizational leaders new to Blackboard.

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

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

Communicate Like a Pro: Think Like a Journalist and Simplify Your Message

Instructor: Julie Phillips, PhD

Date: Thursday, August 23, 2018

Time: 9 am – 10 am

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

The "nut graf" rules in journalism. Referring to the phrase "in a nutshell," the nut graf is a stylistic convention in

journalistic writing. Journalists often provide the who, what, when, where, why and how in a few simple lines. The skill of writing clearly and concisely applies to public speaking. In order to be effective, the speaker must have a defined message for her/his audience. This workshop focuses on defining the central message and provides three practice strategies for clarifying and simplifying the message.

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

- 1) Describe three elements of a well-defined message
- 2) Apply one of several strategies generate clear and concise message

Better Everyday Writing for Professionals

Instructor: Pam Walter, MFA

Date: Thursday, August 30, 2018

Time: 12 pm – 1 pm

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

Do you suffer from writer's block? Do you write an email the way you leave a voicemail, without much design? The purpose of this class is to save you time in the writing process and give you tools and strategies to improve your everyday writing for readers. Participants should come to class with a few topics for some everyday writing to practice the tools and strategies. Topics might include emails, updates, blog entries, queries, or anything you write regularly that takes up a little too much time. Your process will take less time, and your writing will show you value your readers.

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

- 1) Generate writing content with brainstorming techniques
- 2) Organize their brainstorming quickly

- 3) Design reader-focused drafts
- 4) Create a personalized writing process for the future

Rubrics: Improve Your Grading Efficiency & Reliability

Instructor: CTL Staff

Date: Tuesday, September 11, 2018

Time: 11 am – 12 pm

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 20

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

Curriculum for Educators (continued)

Communicate Like a Pro: Think Like a Mime and Use Nonverbal Communication

Instructor: Julie Phillips, PhD

Date: Tuesday, September 18, 2018

Time: 9 am – 10 am

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

Mimes tell stories without making a sound. Mimes know how to use their bodies and their facial expressions to convey emotion and advance a story. Effective public speakers do not need the skill or expertise of a mime to harness their bodies potential for communicating ideas. Speakers simply need to be aware of nonverbal communication, its potential to impact the audience perception and practice at using the body to convey a message. This workshop focuses on key elements of nonverbal communication, such as eye contact, stance, hand gestures and facial expression to deliver more effective messages with more. Participants should prepare for an introductory round of charades!

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

- 1) Discuss the importance of nonverbal communication
- 2) Describe two primary components of nonverbal communication
- 3) Apply at least two techniques to improve nonverbal communication

Improving Assessment with ExamSoft

Instructor: Edward Everett

Date: Tuesday, October 2, 2018

Time: 11 am – 12 pm

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 20

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.

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

- 1) Generate student Feedback reports
- 2) Use self-directed learning
- 3) Use early advising/remediation
- 4) Use item analysis
- 5) Create curricular goals and objectives

Blackboard Learn: Grade Center

Instructor: Edward Everett

Date: Thursday, November 15, 2018

Time 10 am – 11 am

Location: Scott Memorial Library, Room 307

Maximum Enrollment: 20

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.

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

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

Find the Time: Tools & Tips for Prioritizing and Collaborating

Instructor: Pam Walter, MFA

Date: Tuesday, January 15, 2019

Time: 12 pm – 1 pm

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

The purpose of this 55-minute investment of your time is to give you tools and strategies to begin finding the time to do things that you value. Practicing well-tested methods used by some of the most productive people in history, you can enhance how you prioritize your commitments and interruptions. Also, in this period of change at Jefferson, you may need to collaborate with others who can help you get things done. Finding helpful collaborators helps you find time. We'll look at the big picture of your pie and how to slice it into its most productive pieces.

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

- 1) Assess what they spend their time doing.
- 2) Prioritize their activities using the Eisenhower matrix.
- 3) Protect their time.
- 4) Identify where collaboration and delegation would help.
- 5) Ask for collaboration.

Communicate Like a Pro: Think Like a Designer

Instructor: Julie Phillips, PhD

Date: Monday, February 4, 2019

Time 9 am – 10 am

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

Visuals matter. Designers understand the importance of aesthetics and how to use visual elements to set a tone or elicit a response. Communicators could benefit from borrowing a few design principles to improve the now ubiquitous PowerPoint (PPT) presentation. This workshop focuses on a handful of design principles that will elevate the look and feel of PPT presentations to make the message pop. Participants will apply the highlighted design principles to a selection of PPT slides to evaluate the good, bad, ugly and possible fixes.

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

- 1) Discuss the importance of visually appealing materials that complement a presentation
- 2) Identify key design considerations in preparing visual materials
- 3) Identify common errors in PPT design

Communicate Like a Pro: Think Like a Radio Host and Find Your Voice

Instructor: Julie Phillips, PhD

Date: Monday, February 11, 2019

Time: 9 am – 10 am

Location: Scott Memorial Library,
Room 200A

Maximum Enrollment: 20

Fans of WKRP in Cincinnati and News Radio probably had a favorite personality from the fictionalized radio stations. For me, it was Les Nesman (“Oh, the humanity.”) and Bill McNeal (played by Phil Hartmann). Each of the radio hosts capitalized on their voice to delivery news, information and “gripping” music (a la Dr. Jonny Fever) to the listeners. As presenters, we must cultivate a signature style that addresses the speaker’s authenticity and vocal capabilities. This workshop encourages participants to reflect on

the signature’s authentic speaking style they would like to cultivate experiment with simple techniques to add more energy, variety and interest to their voice.

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

- 1) Describe the concepts of a “signature” style
- 2) Identify the importance of vocal variety in communication settings
- 3) Apply at last two techniques to improve vocal variety

Creating & Preparing Charts for Publication

Instructor: Jessica Diebold

Date: Thursday, February 28, 2019

Time: 1 pm – 2 pm

Date: Scott Memorial Library,
Room 307

Maximum Enrollment: 20

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 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

Blackboard Learn: Grade Center

Instructor: Edward Everett

Date: Thursday, April 25, 2019

Time: 10 am – 11 am

Location: Scott Memorial Library,
Room 307

Maximum Enrollment: 20

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.

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

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

Timely Tech Trainings

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, the CTL offers one–hour sessions on these products; the schedule of offering rotates weekly. For the latest schedule or to register, visit the CTL’s Educational Technology Tools page (library.jefferson.edu/tech/training–4.cfm).

Blackboard Learn

Blackboard Learn is the course management system of the entire Jefferson campus. Explore the

Curriculum for Educators (continued)

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.

Center for Teaching Innovation and Nexus Learning – East Falls Campus

Camp EdVenture

Instructor: Jennifer Wilson, MS, ELS

Date: Friday, August 3, 2018

Time: 9 am – 4 pm

Location: Tuttleman Center, Room 209

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 session, 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, and
- 4) employ technology tools, including Blackboard, that support the above strategies and tools

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

Instructor: Susan Frosten, MA

Date: Mondays: September 10, 2018–November 26, 2018

Time: 1 pm – 2 pm

Location: Kanbar Campus Center, Room 106

Maximum Enrollment: 30

Using the community of practice and implementation model, this group will meet weekly to discuss 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 Fall Semester Reading and Implementation Group: Sandra McGuire's "Teach Students How to Learn—Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation"

Instructor: Anne Bower, PhD

Dates: Tuesdays: September 11, 2018–November 27, 2018

Time: 11 am – 12 pm

Location: Kanbar Campus Center, Room 106

Maximum Enrollment: 30

Committing to every Tuesday in the spring semester, a group of faculty and staff congregate over free lunch to discuss and implement strategies from Sandra McGuire's "Teach Students

How to Learn – Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation”. Participants implement teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes.

Weekly Fall Semester Reading and Implementation Group: How Learning Works

Instructor: Dave Kratzer, MArch

Dates: Wednesdays: September 12, 2018–November 28, 2018

Time: 11 am – 12 pm

Location: Kanbar Campus Center, Room 106

Maximum Enrollment: 30

Committing to every Wednesday in the fall semester, a group of faculty and staff congregate over free lunch to discuss and implement strategies from Abrose et al “How Learning Works”. Participants implement teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes.

Talking Teaching: Agenda Wednesdays

Instructor: Chris Pastore, PhD

Dates: Wednesdays: September 12, 2018–November 28, 2018

Time: 12 pm – 1 pm

Location: Kanbar Campus Center, Room 106

Maximum Enrollment: 30

This weekly informal gathering of faculty and staff to discuss aspects of teaching and learning. Discussions are seeded by short articles or videos dealing with any academic (pedagogical, professional, technological) issue. Come join our group in the Common Thread

Fishbowl (Private Dining Lounge), bring your lunch, and chat about issues centric to teaching and learning. NO RSVPs NEEDED – Just drop-in!

Serious Fun: Play and Learning

Instructor: Chris Pastore, PhD

Date: Wednesday, September 12, 2018

Time: 1 pm – 2 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

In the pursuit of ever increasing student engagement with course content, gamification has been identified as a powerful tool. The challenge is that there is a great deal of development time and effort associated with creating an appropriate game for a given subject. With less development time, elements of play can be introduced into the classroom with the same goal of increased engagement.

In this workshop we will explore elements of play and identify things that work and don't work. Examples of actual successes and failures will be shared.

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

- 1) Identify goals of play
- 2) Differentiate between effective and ineffective play elements
- 3) Take away examples of successes and failures

Cut from Whole Cloth; Introducing Textile Hive's Global Trove

Instructors: Sarah Slate, Andrea Aranow, Caleb Sayan, Damien McCaffery

Date: Thursday, September 27, 2018

Time: 12:30 pm – 1:30 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

Global in scope, Textile Hive helps designers, educators, and students contextualize the history, techniques, and exquisite textiles found in the Andrea Aranow Textile Design Collection. Aranow, a renowned fashion designer and textile scholar, will discuss her experience building and managing her collection of over 40,000 textiles – patterns, prints, weaves, needlework, lace, knits, and dying methods. Caleb Sayan, co-founder of Textile Hive and the son of Andrea Aranow, will discuss his experience conceiving, assembling, and leading the team responsible for the Visual Hive software platform.

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

- 1) Gain familiarity with the material available at Textile Hive and how to search it
- 2) Recognize the value of the collection, and the context in which it was created
- 3) Utilize their own account for the platform
- 4) Manipulate their own subcollection

Facilitating Inclusive Pedagogy for English Language Learners (ELLs)

Instructor: Soky Barrenechea, M.S.Ed. and Sarah Marshall, M.A.

Date: Friday, September 28, 2018

Time: 1 pm – 2 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

Developing a global perspective is an important component of education, but are we providing

Curriculum for Educators (continued)

classroom environments that value the experiences and voices of students with diverse linguistic and cultural backgrounds? This workshop aims to engage faculty in reflecting on their pedagogical theory and practice, and then use that reflection to build more inclusive learning environments that capitalize on the strengths of English Language Learners (ELLs), rather than ignore or undermine them. The recommendations and strategies offered will be informed by the research literature on ELLs, but also shaped by our experiences working in the Jefferson East Falls Campus' Academic Success Center with our specific ELL population.

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

- 1) Understand the key linguistic, cultural, and social factors that can make the classroom more or less inclusive for ELLs
- 2) Assess the inclusivity of their current classroom environment for ELLs
- 3) Identify at least one intervention they could make to create a more inclusive classroom environment

These Library Databases Can Keep You Out of Bad Journal Trouble

Instructor: Gutman Librarians

Date: Tuesday, October 02, 2018

Time: 2 pm – 3:15 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

Professors of East Falls! Heed our warning before it's too late! Watch for the tell-tale signs of corruption! The moment your students leave your class, do they jump to Wikipedia? Do they think you will believe a random blog is the authoritative source you are looking for? Join your campus librarians as we journey across the

disciplines, highlighting the new and refreshed resources available for your research and course readings.

New and returning faculty are invited to bring your curiosity and will leave with answers to what resources best suit the needs of your students as well as 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) Develop assignments that utilize library databases (and hopefully produce papers you enjoy reading)
- 3) Examine resources for future implementation

Sticky Notes, Kleenex, and Photostats: An introduction to Patents and Trademarks

Instructor: Gutman Library Staff

Date: Thursday, October 11, 2018

Time: 12:30 pm – 2 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

There is often confusion between trademarks, copyrights and patents. When do I need to apply for one? How and where do you search? When do you need a lawyer? This session is a collaboration with Gutman Library, The Free Library of Philadelphia and Blackstone LaunchPad. We will go over the basics of intellectual property and the various ways to protect and share your invention. This workshop will explain the differences among the various terminology used, and provide attendees with a roadmap and rationales for where to take their ideas after the session, and to help their students bring ideas to market.

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

- 1) Distinguish how trademarks, copyrights, patents, domain names, and business name registrations differ
- 2) Describe how it is important for any new business to select a trademark that will be both federally registrable and legally protectable
- 3) Value the importance of doing a complete search and evaluate when an attorney should be used.

OrcID and Pivot, As You Walk the Road of Research, These Can Help Fund and Track Your Journey

Instructor: Daniel Verbit

Date: Wednesday, October 24, 2018

Time: 12 pm – 1 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

Are you looking for funding for a project, and it asks for OrcID, and you're not sure what that is? OrcID is a unique worldwide identifier for you and your research. Are you trying to find collaborators for a project? This workshop will go over the basics and help you set up accounts and link your IDs to your published research. We will then explain how to set alerts for future funding. For best results, please bring your laptop and digital C.V.

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

- 1) Understand the value of claiming and knowing your unique identifiers
- 2) Know and be able to use their OrcID
- 3) Compile a digital account of existing scholarship
- 4) Develop a plan for future updates

Activities to Engage Students in Reflecting on the Process of Learning

Instructor: Anne Bower, PhD

Date: Thursday, October 25, 2018

Time: 12:30 pm – 1:30 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

Educational research has shown that students who reflect upon how they learn and are actively engaged in multiple ways to apply, analyze, evaluate, and create retain and can use information more effectively. Exam wrappers, memory builders, and strategy plans are activities that encourage students to reflect upon how they learn to build effective study skills. In this workshop, we will explore several activities that you could introduce in class to increase self-directed learning.

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

- 1) Understand elements of developing self-directed learning
- 2) Compare and contrast learning strategy activities
- 3) Select strategies to apply in your course

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

Instructor: Susan Frosten, MA

Dates: Mondays: January 21, 2019 – April 21, 2019

Time: 1 pm – 2 pm

Location: Kanbar Campus Center, Room 106

Maximum Enrollment: 30

Using the community of practice and implementation model, this group will meet weekly to discuss 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: James Lang's "Cheating Lessons: Learning from Academic Dishonesty"

Instructor: Anne Bower, PhD

Dates: Tuesdays: January 22, 2019 – April 22, 2019

Time: 11 am – 12 pm

Location: Kanbar Campus Center, Room 106

Maximum Enrollment: 30

Committing to every Tuesday in the spring semester, a group of faculty and staff congregate over free lunch to discuss and implement strategies from James Lang's "Cheating Lessons: Learning from Academic Dishonesty". Participants implement teaching and learning strategies in their current courses and report back to the group regarding observations and outcomes.

Weekly Spring Semester Reading and Implementation Group: Susan Cain's "Quiet: The Power of Introverts in a World that Can't Stop Talking"

Instructor: David Kratzer, MArch

Dates: Wednesdays: January 23, 2019 – April 23, 2019

Time: 11 am to 12 pm

Location: Kanbar Campus Center,

Room 106

Maximum Enrollment: 30

Committing to every Wednesday in the spring semester, a group of faculty and staff congregate over free lunch to discuss and implement strategies from "Quiet: The Power of Introverts in a World that Can't Stop Talking".

Talking Teaching: Agenda Wednesdays

Instructor: Chris Pastore, PhD

Date: Wednesdays: January 23, 2019 – April 23, 2019

Time: 12 pm – 1 pm

Location: Kanbar Campus Center, Room 106,

Maximum Enrollment: 30

This weekly informal gathering of faculty and staff to discuss aspects of teaching and learning. Discussions are seeded by short articles or videos dealing with any academic (pedagogical, professional, technological) issue. Come join our group in the Common Thread Fishbowl (Private Dining Lounge), bring your lunch, and chat about issues centric to teaching and learning. NO RSVPs NEEDED – Just drop-in!

Food Deserts, Population Density and Quality of Life Mapping

Instructor: Paul Vo & Daniel Verbit

Date: Tuesday, January 29, 2019

Time: 11 am – 12:30 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

Policy Map offers easy-to-use online mapping with data on demographics, real estate, health, jobs and more in communities across the US. In this session you will learn how to find the right data for market studies,

Curriculum for Educators (continued)

business planning, site selection, grant applications and impact analysis. Come learn about this new resource.

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

- 1) Create an account and map a type of data
- 2) Appraise Datasets for context and relevancy
- 3) Identify possible use in course work
- 4) Experiment with data set meshing

Get Smart(er): Gutman's Best and Brightest Databases (Mod attire optional)

Instructor: Gutman Librarians

Date: Friday, February 1, 2019

Time: 11 am – 12 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

Don't let K.A.O.S. ruin your chances for a great journal article. Your special agents of the Gutman Library invite you into our cone of silence to learn about top secret resources available only via your campus badge. Armed with this new knowledge, they will assist your Nexus learning fight against fake news, and students with poor citations. Meet the agent supporting your major and plan for the fall. Pick up your shoe phone (or mouse) and register today!

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

- 1) Learn a new resource outside of their research area
- 2) Identify articles without frustration
- 3) Assess resources to use for future assignments

Classroom Apps and Programs that can be used to Engage Students?

Instructor: David Kratzer, MArch

Date: Wednesday, March 6, 2019

Time: 1 pm – 2 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

PowerPoint has become the default means to organize and present information in the classroom. Research has shown, though, that it is one of the weaker tools for learning especially relative to student understanding, retention and application of knowledge. Considering that student attention spans in standard lectures can be ten minutes or less, it is important that faculty and students employ differing forms of information apps and programs into their classrooms. This session presents a series of quick workshops on apps and programs including presentations (PowerPoint, Prezi, ScreenCast); student presentation methods (Pecha Kucha, Video); gaming, quizzes & surveys (Socrative.com, Kahoot, Survey Monkey); & on-line interaction & communication (Padlet, FlipGrid, Zoom).

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

- 1) Understand the value of incorporating differing apps and programs into their classrooms
- 2) Understand the range of programs available to assist in student learning and engagement
- 3) Develop an introductory working understanding of some of the basic programs

Does technology-aided note taking enhance information retention across disciplines?

Instructor: Monique Chabot, MS; Marie-Christine Potvin, PhD; Colleen Zane, MS

Date: Friday, March 08, 2019

Time: 11:30 am – 12:30 pm

Location: Gutman Library Instructional Space

Maximum Enrollment: 30

Have you noticed that some students struggle with taking quality notes in class? Do you use PowerPoint slides in your courses? Note-taking is a highly complex task that requires the integration of understanding of content, rapid identification of key points, attention, and handwriting or typing. Students who type often take notes verbatim and are challenged with capturing graphics and mathematical formulas. Student who handwrite may not be able to keep pace with the class. Software assisted note-taking may be beneficial to some students to increasing the quality of their notes and help their long-term information retention. This workshop will discuss barriers to quality note-taking and strategies faculty can use to ease the demands of note-taking on their students. The workshop will also introduce a note-taking software that interfaces with PowerPoint slides that some faculty and students on campus have trialed this past academic year. Success and challenges identified through this trial will be shared with the audience.

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

- 1) Identify barriers to effective note-taking by students
- 2) Identify strategies that faculty can employ in lectures to support students' abilities to take quality notes
- 3) Explore Sonocent, a note-taking software trial this academic year

Crafting a Self–Reflective Teaching or Professional Development Portfolio Workshop

Instructors: Jeffrey Ashley, PhD and
Susan Frosten, MA

**Dates: Monday, May 13, 2019 –
Wednesday, May 15, 2019 (3 Days)**

Time: 9 am – 5 pm

Location: Kanbar Campus Center,
Room 306

Maximum Enrollment: 30

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

Peer Editing Research Manuscripts for: Content

Instructor: Pamela Walter, MFA

Date: Thursday, September 13, 2018

Time: 12 pm – 1 pm

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

“Can you look at this for me?” may or may not be a phrase you want to hear, but as professionals in the health sciences, you do hear it. You may not have time to help, or you may wonder where to start. This course will share tools and strategies to equip you to enhance content and purpose in the drafts of colleagues seeking to publish their manuscripts. You’ll use an editor’s checklist, for example, to help ask the right questions to give the writer meaningful direction. You’ll also learn ways to clarify expectations up front so that you and the writer know what the scope of your help will be.

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

- 1) Ask editors’ questions to enhance purpose and meaning in drafts.
- 2) Clarify expectations with the writer.
- 3) Use tools to help writers improve their drafts for targeted publication.

Peer Editing Research Manuscripts for: Clarity

Instructor: Pamela Walter, MFA

Date: Thursday, September 27, 2018

Time: 12 pm – 1 pm

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

“Don’t worry about the content. Just tell me if it sounds right.” Sometimes colleagues ask you to evaluate the flow and language of their drafts. This session will give editors and writers specific strategies for editing paragraphs and sentences for the clearest possible meaning. You’ll also learn how to point writers to the right verb tense and how to trim sentences without trimming meaning.

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

- 1) Help other writers improve their paragraphs.
- 2) Help clarify sentence structure
- 3) Suggest the right verb tense
- 4) Trim sentences without trimming meaning

Proofreading Research Manuscripts

Instructor: Pamela Walter, MFA

Date: Thursday, October 04, 2018

Time: 12 pm – 1 pm

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

Many writers feel anxiety about handing their manuscripts over to a judge, even if it’s just a peer. However, having someone else proofread and give a manuscript feedback increases the chance that it will get published. In our collaborative world, good peer editors should know how to respect the writer, build trust, and fix some errors. This session helps improve communication between the peer editor and the writer by defining inoffensive ways to give feedback. It also shares specific proofreading strategies for finding errors.

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

- 1) Build trust to avoid giving offense with comments
- 2) Give purposeful feedback that improves drafts
- 3) Proofread carefully to ensure correctness

Health Services & Patient Centered Outcomes Research

Instructors: Brendan Carr, MD, Kristin Rising, MD

Date: Thursday, October 11, 2018

Time: 12 pm – 1 pm

Location: Jefferson Alumni Hall, Eakins Lounge

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

Curriculum for Researchers (continued)

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

Writing the Abstract and Manuscript that will be Accepted

Instructors: Judd Hollander, MD, Kristin Rising, MD, AnnaMarie Chang, MD

Date: Friday, October 12, 2018

Time: 12 pm – 1 pm

Location: Jefferson Alumni Hall, Room 307

Maximum Enrollment: 100

Transforming research results into a publication is no small undertaking. Excellent writing skills are a necessity to effectively communicate research and educational findings, and the importance of effective written communication in academia cannot be understated. This session will be divided into a 30-minute introductory lecture on abstract and manuscript preparation, followed by a 20-minute interactive session.

The introductory lecture will start with Dr. Hollander reviewing the critical components of an excellent abstract. He will discuss the common errors in abstracts to help attendees avoid these and optimize abstract acceptance rate. Dr. Rising will then describe tools and tips for effective manuscript writing. She will review how to prepare a manuscript that will be accepted for publication and

discuss common pitfalls of manuscript submissions including struggles with authorship and approaches to rejection and requests for revisions.

Examples will be focused on clinical research (as opposed to basic research), though discussion will be general enough to be broadly applicable across research types. The session will conclude with an interactive session where the discussants will use sample abstracts and manuscripts to demonstrate the concepts discussed in the lecture portion of this session. Attendees are welcome to bring their own projects that they are working on for feedback during this time. This interactive learning experience will help attendees improve their future abstract and manuscript submissions. This is one of four lectures in this year's research methodology series; it is part of a multi-year, broad-based research curriculum to equip residents and junior faculty with introductory research training.

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

- 1) Describe tools for effective medical writing
- 2) Identify the components of an excellent abstract and manuscript
- 3) Identify common pearls and pitfalls of abstract and manuscript submission

Key Steps in Writing and Publishing Your Manuscript

Instructor: Jen Wilson

Date: Monday, October 15, 2018

Time: 10 am – 11 am

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

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

A Road Map to Clinical Research at Thomas Jefferson University

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

Date: Friday, October 19, 2018

Time: 7:30 am – 8:30 am

Location: Jefferson Alumni Hall, Room 307

Maximum Enrollment: 100

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.

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

Instructor: Jennifer Wilson, MS, ELS

Date: Thursday, January 24, 2019

Time: 10 am – 11 am

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

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

How to Write Better Abstracts

Instructor: Pamela Walter, MFA

Date: Thursday, February 21, 2019

Time: 12 pm – 1 pm

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

What do you look for when you are researching abstracts? What barriers prevent you from finding what you need? Perhaps the abstract wasn't as clear as it could be. The purpose of this course is to offer research writers a tool and process for writing abstracts that make it easier for your readers to find your published work. This course focuses on unpacking the elements that define a well-crafted abstract and helping you write one.

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

- 1) Explain why abstracts are important
- 2) Define what makes an abstract bad or good
- 3) Use a simple tool to design better abstracts

High Impact Publishing

Instructor: Jennifer Wilson, MS, ELS

Date: Tuesday, April 2, 2019

Time: 10 am – 11 am

Location: Scott Memorial Library, Room 200A

Maximum Enrollment: 20

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

journals 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

Professional Development

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: Wednesday, October 3, 2018

Time: 12 pm – 1 pm

Location: College Building, Room 126

Maximum Enrollment:30

Date: Tuesday, February 12, 2019

Time: 12 pm – 1 pm

Location: College Building, Room 126

Maximum Enrollment:30

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 18, 2018

Time: 4 pm – 5 pm

Location: College Building, Room 126

Maximum Enrollment:30

Date: Tuesday, February 19, 2019

Time: 5 pm – 6 pm

Location: College Building, Room 126

Maximum Enrollment:30

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

New Faculty: Preparing for Success in an Academic Career

Instructor: Karen Novielli, MD

**Dates: Thursdays;
6 Sessions; September 20, October 4,
October 18, November 1, November
15, November 29, 2018**

Time: 7:30 am – 8:30 am

Location: Scott Memorial Library,
Room 200A

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)

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

Instructor: Karen Novielli, MD

Date: Tuesday, January 22, 2019

Time: 3:30 pm – 5 pm

Location: College Building, Room 100,
Rodgers Conference Room

Maximum Enrollment:20

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.

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.



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Jefferson

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.

Self-Directed Learning Modules (continued)

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.