


2019

Program in Faculty Development 2019-2020

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HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

Institutional Faculty Development Team: 2019 – 2020

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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General Program Information	Registration1
	CME Credit
	Refreshments
	Evaluations
	Additional Sessions/Cancellations
At-a-Glance Monthly Calendar	2–4
At-a-Glance Course Outline	5–7
Detailed Program Information	Curriculum for Educators 8
	Curriculum for Professional Development ..14
	Curriculum for Research 19
	Self-Directed Learning Modules 23

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 2019-2020 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 2019-2020 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

Online 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 online registration. You may register for a session at any time prior to the date of the session, however, for many sessions capacity is limited and registration will be on a first-come, first-served basis. If you cannot attend a session for which you have registered, please cancel your registration through the website as soon as possible so that wait-listed faculty may be permitted to attend.

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

Continuing Medical Education (CME) Credit

Sidney Kimmel Medical College

Eligible Sidney Kimmel Medical College at Thomas Jefferson University (SKMC) faculty will receive *AMA PRA Category 1* credit on an hour-for hour basis of participation in eligible faculty development programming. Simply indicate that you wish to receive Continuing Education credit when you complete your initial online registration and be sure to complete the online program evaluation form following the session. Credit will only be given for the total number of sessions for which the online 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.

SKMC is accredited by the ACCME to provide continuing education for faculty.

SKMC 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 SKMC 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.

Refreshments

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

Evaluations

Faculty will be asked to complete an online 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 Faculty Development website.

At-a-Glance Monthly Calendar

August

- **Peer Editing for Content and Clarity**
Date: Thursday, August 1, 2019
Time: 12 – 1:30 p.m.
- **Camp EdVenture**
Date: Friday, August 2, 2019
Time: 9 a.m. – 3 p.m.
- **LabArchives: Professional Edition**
Date: Thursday, August 8, 2019
Time: 12 – 12:50 p.m.
- **Peer Editing for Correctness**
Date: Thursday, August 8, 2019
Time: 12 – 1:30 p.m.
- **LabArchives: Classroom Edition**
Date: Thursday, August 8, 2019
Time: 1 – 1:50 p.m.
- **Find the Time: Tools and Tips for Prioritizing and Collaborating**
Date: Tuesday, August 13, 2019
Time: 12 – 1 p.m.
- **Canvas Basics**
Date: Monday, August 19, 2019
Time: 3 – 4:30 p.m.
- **Canvas Basics**
Date: Tuesday, August 27, 2019
Time: 12 – 1:30 p.m.

September

- **Canvas Basics**
Date: Wednesday, September 4, 2019
Time: TBD
- **Canvas Basics**
Date: Wednesday, September 11, 2019
Time: 2 – 3:30 p.m.

- **Better Everyday Writing**
Date: Thursday, September 12, 2019
Time: 12 – 1 p.m.
- **LabArchives: Professional Edition**
Date: Friday, September 13, 2019
Time: 12 – 12:50 p.m.
- **LabArchives: Classroom Edition**
Date: Friday, September 13, 2019
Time: 1 – 1:50 p.m.
- **Team-Up! Team-Based Learning in Medical Education**
Date: Wednesday, September 18, 2019
Time: 8 – 10 a.m.
- **Canvas Basics**
Date: Thursday, September 19, 2019
Time: 9 – 10:30 a.m.
- **Canvas Basics**
Date: Friday, September 27, 2019
Time: 10 – 11:30 a.m.

October

- **Powerful Presentation Skills**
Date: Tuesday, October 1, 2019
Time: 12 – 1:30 p.m.
- **New Faculty: Preparing for Success in an Academic Career**
Date: Wednesday, October 2, 2019
Time: 7:30 – 8:30 a.m.
- **Canvas Basics**
Date: Wednesday, October 3, 2019
Time: TBD
- **Communicating with Canvas**
Date: Thursday, October 3, 2019
Time: TBD

- **Social Justice and Equity: What Do They Mean in Higher Education?**
Date: Friday, October 4, 2019
Time: 8 a.m. – 12 p.m.
- **Key Steps in Writing and Publishing Your Manuscript**
Date: Tuesday, October 8, 2019
Time: 12 – 1 p.m.
- **Communicating with Canvas**
Date: Friday, October 11, 2019
Time: 11 a.m. – 12 p.m.
- **Wellness: Strategies for Ensuring It for Ourselves and Others**
Date: Monday, October 14, 2019
Time: 9 a.m. – 12 p.m.
- **Grading with Canvas**
Date: Tuesday, October 15, 2019
Time: 12 – 1 p.m.
- **LabArchives: Professional Edition**
Date: Friday, October 18, 2019
Time: 12 – 12:50 p.m.
- **LabArchives: Classroom Edition**
Date: Friday, October 18, 2019
Time: 1 – 1:50 p.m.
- **Mobile Canvas**
Date: Wednesday, October 23, 2019
Time: 2 – 3 p.m.
- **Mastery Learning: Approach, Evidence and Challenges**
Date: Friday, October 25, 2019
Time: 9 a.m. – 12 p.m.
- **Canvas Basics**
Date: Monday, October 28, 2019
Time: 11 a.m. – 12:30 p.m.

At-a-Glance Monthly Calendar

November

- **Communicating with Canvas**
Date: Monday, November 4, 2019
Time: 10 – 11 a.m.
- **Breaking Down Explicit and Implicit Bias: We All Have It, But What Should We Do About It?**
Date: Friday, November 8, 2019
Time: 8 a.m. – 12 p.m.
- **Qualitative Methods: Tools for Understanding Patient, Provider and Community**
Date: Friday, November 8, 2019
Time: 12 – 1 p.m.
- **Grading with Canvas**
Date: Tuesday, November 12, 2019
Time: TBD
- **Canvas Basics**
Date: Tuesday, November 12, 2019
Time: TBD
- **Can't Get Your Medical Education Published? Consider MedEdPORTAL!**
Date: Tuesday, November 12, 2019
Time: 12 – 1 p.m.
- **Grading with Canvas**
Date: Wednesday, November 20, 2019
Time: 9 – 10 a.m.
- **LabArchives: Professional Edition**
Date: Friday, November 22, 2019
Time: 12 – 12:50 p.m.
- **LabArchives: Classroom Edition**
Date: Friday, November 22, 2019
Time: 1 – 1:50 p.m.

December

- **Mobile Canvas**
Date: Monday, December 2, 2019
Time: 10 – 11 a.m.

- **International Write-In at Jefferson**
Date: Wednesday, December 4, 2019
Time: 12 – 8 p.m.
- **Communicating with Canvas**
Date: Thursday, December 12, 2019
Time: 9 – 10 a.m.
- **A Yelper's Guide to Writing 5-Star Narrative Feedback for Learners**
Date: Friday, December 13, 2019
Time: 8 – 9 a.m.
- **Giving Effective Feedback**
Date: Friday, December 13, 2019
Time: 12 – 1 p.m.

January

- **Canvas Camp**
Date: Wednesday, January 8, 2020
Time: 9 a.m. – 5 p.m.
- **Find the Time: Tools and Tips for Prioritizing and Collaborating**
Date: Thursday, January 9, 2020
Time: 12 – 1 p.m.
- **5 Habits of Successful Writers—and Ways to Foster Them in Your Own Writing**
Date: Tuesday, January 14, 2020
Time: 12 – 1 p.m.
- **Cultivating Awareness of Microaggressions**
Date: Friday, January 17, 2020
Time: 8 a.m. – 12 p.m.
- **Canvas Basics**
Date: Friday, January 17, 2020
Time: 9 – 10:30 a.m.
- **Mobile Canvas**
Date: Wednesday, January 22, 2020
Time: 9 – 10 a.m.
- **Getting the Most out of a Mentor: A Workshop for Junior Faculty**
Date: Wednesday, January 22, 2020
Time: 3:30 – 5 p.m.

- **Powerful Presentation Skills**
Date: Thursday, January 23, 2020
Time: 12 – 1:30 p.m.
- **Direct Observation Skills Workshop: You Can't Assess What You Didn't See!**
Date: Friday, January 24, 2020
Time: 12 – 1 p.m.
- **Canvas Basics**
Date: Thursday, January 30, 2020
Time: TBD
- **Mobile Canvas**
Date: Thursday, January 30, 2020
Time: TBD
- **Teaching Clinical Reasoning in Medical Education**
Date: Friday, January 31, 2020
Time: 8 – 9 a.m.

February

- **Communicating with Canvas**
Date: Friday, February 7, 2020
Time: 12 – 1 p.m.
- **Grading with Canvas**
Date: Wednesday, February 12, 2020
Time: 2 – 3 p.m.
- **How to Write Better Abstracts**
Date: Thursday, February 13, 2020
Time: 12 – 1 p.m.
- **Communicating with Canvas**
Date: Tuesday, February 18, 2020
Time: TBD
- **Grading with Canvas**
Date: Tuesday, February 18, 2020
Time: TBD
- **Advanced Canvas**
Date: Monday, February 24, 2020
Time: 10 – 11 a.m.

March

- **Mobile Canvas**
Date: Tuesday, March 3, 2020
Time: 4 – 5 p.m.
- **Building Inclusive and Equitable Classrooms**
Date: Friday, March 6, 2020
Time: 8 a.m. – 12 p.m.
- **Faculty Development In Action: Sexual and Gender Minority Training, Mentoring and Education for Health Profession Faculty**
Date: Monday, March 9, 2020
Time: 9 – 11 a.m.
- **Canvas Camp** (whole day)
Date: Thursday, March 12, 2020
Time: TBD
- **Communicating with Canvas**
Date: Monday, March 16, 2020
Time: 12 – 1:30 p.m.
- **Scaffolding Learning through Asking Better Questions**
Date: Friday March 20, 2020
Time: 8 – 10 a.m.

- **Mobile Canvas**
Date: Tuesday, March 24, 2020
Time: TBD
- **Advanced Canvas**
Date: Tuesday, March 24, 2020
Time: TBD
- **Creativity: Balancing Chaos and Structure**
Date: Thursday, March 26, 2020
Time: 9 a.m. – 12 p.m.

April

- **Communicating with Canvas**
Date: Wednesday, April 1, 2020
Time: 2 – 3 p.m.
- **Grading with Canvas**
Date: Monday, April 6, 2020
Time: 3 – 4 p.m.
- **High Impact Publishing**
Date: Thursday, April 7, 2020
Time: 12 – 1 p.m.
- **Mobile Canvas**
Date: Thursday, April 16, 2020
Time: 12 – 1 p.m.

- **Communicating with Canvas**
Date: Wednesday, April 22, 2020
Time: TBD
- **Grading with Canvas**
Date: Wednesday, April 22, 2020
Time: TBD
- **Turn Your Thesis into a Publishable Manuscript**
Date: Thursday, April 30, 2020
Time: 12 – 1 p.m.

May

- **Advanced Canvas**
Date: Friday, May 1, 2020
Time: 9 – 10 a.m.
- **Canvas Camp** (whole day)
Date: Tuesday, May 19, 2020
Time: TBD

June

- **Canvas Camp**
Date: Monday, June 8, 2020
Time: 9 a.m. – 1 p.m.
- **Canvas Camp**
Date: Tuesday, June 9, 2020
Time: 9 a.m. – 1 p.m.

At-a-Glance Course Outline (continued)

Curriculum for Educators

- **Camp EdVenture**
Date: Friday, August 2, 2019
Time: 9 a.m. – 3 p.m.
- **Canvas Basics**
Date: Monday, August 19, 2019
Time: 3 – 4:30 p.m.
- **Canvas Basics**
Date: Tuesday, August 27, 2019
Time: 12 – 1:30 p.m.
- **Canvas Basics**
Date: Wednesday, September 4, 2019
Time: TBD
- **Canvas Basics**
Date: Wednesday, September 11, 2019
Time: 2 – 3:30 p.m.
- **Team-Up! Team-Based Learning in Medical Education**
Date: Wednesday, September 18, 2019
Time: 8 – 10 a.m.
- **Canvas Basics**
Date: Thursday, September 19, 2019
Time: 9 – 10:30 a.m.
- **Canvas Basics**
Date: Friday, September 27
Time: 10 – 11:30 a.m.
- **Canvas Basics**
Date: Thursday, October 3, 2019
Time: TBD
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Date: Thursday, October 3, 2019
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- **Grading with Canvas**
Date: Tuesday, October 15, 2019
Time: 12 – 1 p.m.
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Date: Wednesday, October 23, 2019
Time: 2 – 3 p.m.
- **Mastery Learning: Approach, Evidence and Challenges**
Date: Friday, October 25, 2019
Time: 9 a.m. – 12 p.m.
- **Canvas Basics**
Date: Monday, October 28, 2019
Time: 11 a.m. – 12:30 p.m.
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Date: Monday, November 4, 2019
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- **Advanced Canvas**
Date: Friday, May 1, 2020
Time: 9 – 10 a.m.
- **Canvas Camp** (whole day)
Date: Tuesday, May 19, 2020
Time: TBD

- **Canvas Camp**
Date: Monday, June 8, 2020
Time: 9 a.m. – 1 p.m.
- **Canvas Camp**
Dates: Tuesday, June 9, 2020
Time: 9 a.m. – 1 p.m.

Curriculum for Researchers

- **Peer Editing for Content and Clarity**
Date: Thursday, August 1, 2019
Time: 12 – 1:30 p.m.
- **LabArchives: Professional Edition**
Date: Thursday, August 8, 2019
Time: 12 – 12:50 p.m.
- **Peer Editing for Correctness**
Date: Thursday, August 8, 2019
Time: 12 – 1:30 p.m.
- **LabArchives: Classroom Edition**
Date: Thursday, August 8, 2019
Time: 1 – 1:50 p.m.
- **Find the Time: Tools and Tips for Prioritizing and Collaborating**
Date: Tuesday, August 13, 2019
Time: 12 – 1 p.m.
- **Better Everyday Writing**
Date: Thursday, September 12, 2019
Time: 12 – 1 p.m.
- **LabArchives: Professional Edition**
Date: Friday, September 13, 2019
Time: 12 – 12:50 p.m.
- **LabArchives: Classroom Edition**
Date: Friday, September 13, 2019
Time: 1 – 1:50 p.m.

Curriculum for Educators

- **Powerful Presentation Skills**

Date: Tuesday, October 1, 2019

Time: 12 – 1:30 p.m.

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

Date: Tuesday, October 8, 2019

Time: 12 – 1 p.m.

- **LabArchives: Professional Edition**

Dates: Friday, October 18, 2019

Time: 12 – 12:50 p.m.

- **LabArchives: Classroom Edition**

Dates: Friday, October 18, 2019

Time: 1 – 1:50 p.m.

- **Qualitative Methods: Tools for Understanding Patient, Provider and Community**

Date: Friday, November 8, 2019

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Time: 1 – 1:50 p.m.

- **Find the Time: Tools and Tips for Prioritizing and Collaborating**

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Time: 12 – 1 p.m.

- **5 Habits of Successful Writers—and Ways to Foster them in Your Own Writing**

Date: Tuesday, January 14, 2020

Time: 12 – 1 p.m.

- **Powerful Presentation Skills**

Date: Thursday, January 23, 2020

Time: 12 – 1:30 p.m.

- **How to Write Better Abstracts**

Date: Thursday, February 13, 2020

Time: 12 – 1 p.m.

- **High Impact Publishing**

Date: Thursday, April 7, 2020

Time: 12 – 1 p.m.

- **Turn Your Thesis into a Publishable Manuscript**

Date: Thursday, April 30, 2020

Time: 12 – 1 p.m.

Curriculum for Professional Development

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

Date: Wednesday, October 2, 2020

Time: 7:30 – 8:30 a.m.

- **Wellness: Strategies for Ensuring It for Ourselves and Others**

Date: Monday, October 14, 2019

Time: 9 a.m. – 12 p.m.

- **Breaking Down Explicit and Implicit Bias: We All Have It, But What Should We Do About It?**

Date: Friday, November 8, 2019

Time: 8 a.m. – 12 p.m.

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

Date: Wednesday, January 22, 2020

Time: 3:30 – 5 p.m.

- **Faculty Development In Action: Sexual and Gender Minority Training, Mentoring and Education for Health Profession Faculty**

Date: Monday, March 9, 2020

Time: 9 – 11 a.m.

Camp EdVenture

Instructors: Julie Phillips, Dana Scott, Anthony Frisby, Dimitrios Papanagnou, Juan Leon, CTL Staff

Date: Friday, August 2, 2019

Time: 9 a.m. – 3 p.m.

Location: Tuttleman Center, Room 209, East Falls Campus

Maximum Enrollment: 35

Camp Edventure is 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 teaching techniques and learn more about the power of technologies that support the learner-centered experience.

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

- 1) Apply backward design to construct or revise courses.
- 2) Embed assessment tools to quantify students' learning outcomes.
- 3) Use a variety of pedagogical tools for engaging students in active, collaborative, authentic learning.
- 4) Employ technology tools, including BlackBoard, that support the above strategies and tools.

Team-Up! Team-Based Learning in Medical Education

Instructor: Megan Osborn*

Date: Wednesday, September 18, 2019

Time: 8 – 10 a.m.

Location: Jefferson Alumni Hall, Eakins Lounge, Center City Campus

Maximum Enrollment: 100

Team-based learning (TBL) is an ideal instructional strategy for medical education because it promotes active learning, collaboration and knowledge application. During this session, participants will have the chance to explore methods to best implement TBL into their educational programs.

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

- 1) List the necessary elements for conducting a classic TBL didactic session.
- 2) Discuss the advantages and limitations of TBL in graduate medical education.
- 3) Adjust the elements of classic TBL to meet the needs of resident learners (i.e., modified TBL).

**Megan Boysen Osborn is an Associate Professor of Clinical Emergency Medicine at the University of California, Irvine. After residency, she completed a medical education fellowship at Stanford University and a Master's in Health Professions Education at the University of Illinois, Chicago. Dr. Osborn serves as the Vice*

Chair for Education in the Department of Emergency Medicine and is the Associate Dean for Students in the School of Medicine at the UC Irvine.

Mastery Learning: Approach, Evidence and Challenges

Instructor: David H. Salzman*

Date: Friday, October 25, 2019

Time: 9 a.m. – 12 p.m.

Location: Jefferson Alumni Hall, Room 207, Center City Campus

Maximum Enrollment: 100

The traditional model of educating healthcare providers involves experiential and exposure-based education. Assessments are frequently based on subjective evaluations from mentors, or more infrequently, passing is determined by comparative standards using bell-shaped curves as an example. Using these models, learners in healthcare may advance despite below average performance.

The development of a curriculum grounded in mastery learning ensures that all healthcare providers can deliver quality patient care. During this session, we will discuss the components of mastery learning and the evidence to support its implementation in health professions education. During the workshop component, participants will have an opportunity to apply concepts of mastery learning through an interactive activity.

Curriculum for Educators (continued)

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

- 1) Define the seven essential elements of the mastery learning bundle.
- 2) Describe why the mastery learning approach is better than traditional clinical education.
- 3) Apply concepts of mastery learning in an interactive activity.

**Dr. David Salzman is a graduate of Northwestern University Medical School and completed his emergency medicine residency training at Northwestern, as well. Following residency, he completed a medical education and simulation fellowship at Northwestern while concurrently obtaining a Master's degree of Education from University of Cincinnati. He is currently the Assistant Residency Director for the Emergency Medicine Residency, the Emergency Medicine Education Fellowship Director and the Director of Simulation for Undergraduate Medical Education at Northwestern University Feinberg School of Medicine. He has developed and implemented a simulation-based curriculum for the Emergency Medicine residency as well as the medical student program. His research focuses on the use of simulation-based mastery learning, entrustable professional activities for medical students, as well as several of the more difficult to assess competencies, including communication skills. He has an additional interest in active learning and faculty development.*

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

Instructor: Nethra Ankam

Date: Tuesday, November 12, 2019

Time: 12 – 1 p.m.

Location: 901 Walnut Street, 1st Floor Lobby, Center City Campus

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.

A Yelper's Guide to Writing 5-Star Narrative Feedback for Learners

Instructors: Tony Zhang

Date: Friday, December 13, 2019

Time: 8 – 9 a.m.

Location: Jefferson Alumni Hall, Room 207, Center City Campus

Maximum Enrollment: 100

Timely feedback is critical in promoting learner self-reflection. When provided effectively, feedback can assist learners with the acquisition of new skills and knowledge in the ever-changing and complex landscape of healthcare. While the literature is replete on methods to provide feedback, faculty and supervisors receive little, if any, training on writing constructive feedback, in narrative format, as a means of formative assessment. As an avid food enthusiast and restaurant reviewer, I, too, am met with the challenge of writing a meaningful, constructive review (or evaluation) of a dining experience. While the stakeholders may differ, both narratives share a common literary syntax to accurately and succinctly convey aspects of the 'observed encounter.' To better assist clinical preceptors and supervisors with writing formative, constructive student evaluations, we have aggregated, reviewed and adapted five lessons from writing food and restaurant reviews.

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

- 1) Adapt lessons from food reviews to medical evaluations.
- 2) Break down the critical components for writing a high-quality student 'review.'
- 3) Identify the extrinsic and intrinsic motivation of students.
- 4) Outline a systematic approach in writing a constructive student evaluation.

Giving Effective Feedback

Instructors: Robin Naples

Date: Friday, December 13, 2019

Time: 12 – 1 p.m.

Location: Jefferson Alumni Hall, Room 207, Center City Campus

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.

Direct Observation Skills Workshop: You Can't Assess What You Didn't See!

Instructor: Gretchen Diemer

Date: Friday, January 24, 2020

Time: 12 – 1 p.m.

Location: Bluemle Life Science Building, Room 101, Center City Campus

Maximum Enrollment: 100

This interactive workshop will review best practices for direct observation in medical education. Participants will have the opportunity to practice these skills and improve performance with learners in the clinical environment.

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

- 1) Identify the importance of direct observation.

2) Describe best practices for direct observation of students and trainees.

3) Practice direct observation skills for application in real-world settings.

Teaching Clinical Reasoning in Medical Education

Instructor: Gretchen Diemer

Date: Friday, January 31, 2020

Time: 8 – 9 a.m.

Location: Jefferson Alumni Hall, Room 207, Center City Campus

Maximum Enrollment: 100

This interactive workshop will review what is known about how clinicians apply clinical reasoning skills in patient care settings. Techniques to assess how learners are using their own clinical reasoning will be taught and practiced. Participants will learn how to coach learners to improve their clinical reasoning.

By the end of this workshop, participants should be able to:

- 1) Describe a framework for clinical reasoning.
- 2) Analyze a student or trainee's clinical reasoning.
- 3) Improve student or trainee's clinical reasoning.

Curriculum for Educators (continued)

Scaffolding Learning through Asking Better Questions

Instructor: Dimitri Papanagnou, MD, MPH, EdD (c), Susan Truong, Rebecca Jaffe, Deborah Ziring and Julie Phillips, PhD

Date: Friday March 20, 2020

Time: 8 – 10 a.m.

Location: Bluemle Life Science Building, Room 101, Center City Campus

Maximum Enrollment: 100

Incidental learning, both inside the classroom and in the workplace, is typically fostered through preceptor-generated questions. Questions should be thoughtful, well-designed and spark inquiry in learners. Higher-order, divergent questions have been shown to better support self-directed learning and adaptive expertise in learners. Unfortunately, however, questions commonly generated are lower-order: they do not support inquiry, nor do they allow for synthesis/evaluation of new knowledge. During this session, participants will have a chance to delve into the nuts and bolts of effective question generation.

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

- 1) Explain how effective questions are linked to fostering self-directed learning and adaptive expertise.
- 2) Define the parameters that underpin commonly asked clinical questions, including higher- and lower-order questions, as well as divergent and convergent questions.

3) Prepare teachers in the clinical environment (i.e., faculty, senior residents) to ask questions that support inquiry and self-directed learning.

4) Practice formulating effective questions with a practical Question Taxonomy tool.

Creativity: Balancing Chaos and Structure

Instructors: Maribeth Kradel-Weitzel

Date: Thursday, March 26, 2020

Time: 9 a.m. – 12 p.m.

Location: College Building, Room 202, Center City Campus

Maximum Enrollment: 90

This highly participatory workshop will provide attendees with tools for examining personal creative preferences along a spectrum of chaos and structure. Attendees will work together to examine strategies, drawn from a wide range of disciplines, that can enable novel and valuable work.

By the end of this workshop, participants should be able to:

- 1) Examine one's personal creative preferences.
- 2) Discuss the importance of creativity in problem-solving, citing examples that cross several professions, disciplines and specialties.
- 3) Apply strategies that can be practiced and used to use creativity to develop novel solutions for problems in the real work and work environment.

Center for Teaching and Learning Workshops—Center City Campus

• Canvas Basics

Date: Monday, August 19, 2019

Time: 3 – 4:30 p.m.

Location: Scott Memorial Library, Room 307

• Canvas Basics

Date: Tuesday, August 27, 2019

Time: 12 – 1:30 p.m.

Location: Scott Memorial Library, Room 307

• Canvas Basics

Date: Wednesday, September 11, 2019

Time: 2 – 3:30 p.m.

Location: Scott Memorial Library, Room 307

• Canvas Basics

Date: Thursday, September 19, 2019

Time: 9 – 10:30 a.m.

Location: Scott Memorial Library, Room 307

• Canvas Basics

Date: Friday, September 27, 2019

Time: 10 – 11:30 a.m.

Location: Scott Memorial Library, Room 311

• Communicating with Canvas

Date: Friday, October 11, 2019

Time: 11 a.m. – 12 p.m.

Location: Scott Memorial Library, Room 307

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- **Grading with Canvas**
Date: Tuesday, October 15, 2019
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 307
 - **Mobile Canvas**
Date: Wednesday, October 23, 2019
Time: 2 – 3 p.m.
Location: Scott Memorial Library, Room 307
 - **Canvas Basics**
Date: Monday, October 28, 2019
Time: 11 a.m. – 12:30 p.m.
Location: Scott Memorial Library, Room 307
 - **Communicating with Canvas**
Date: Monday, November 4, 2019
Time: 10 – 11 a.m.
Location: Scott Memorial Library, Room 307
 - **Grading with Canvas**
Date: Wednesday, November 20, 2019
Time: 9 – 10 a.m.
Location: Scott Memorial Library, Room 307
 - **Mobile Canvas**
Date: Monday, December 2, 2019
Time: 10 – 11 a.m.
Location: Scott Memorial Library, Room 307
 - **Communicating with Canvas**
Date: Thursday, December 12, 2019
Time: 9 – 10 a.m.
Location: Scott Memorial Library, Room 307
 - **Canvas Camp**
Date: Wednesday, January 8, 2020
Time: 9 a.m. – 5 p.m.
Location: Scott Memorial Library, Room 307
 - **Canvas Basics**
Date: Friday, January 17, 2020
Time: 9 – 10:30 a.m.
Location: Scott Memorial Library, Room 306
 - **Mobile Canvas**
Date: Wednesday, January 22, 2020
Time: 9 – 10 a.m.
Location: Scott Memorial Library, Room 307
 - **Communicating with Canvas**
Date: Friday, February 7, 2020
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 307
 - **Grading with Canvas**
Date: Wednesday, February 12, 2020
Time: 2 – 3 p.m.
Location: Scott Memorial Library, Room 307
 - **Advanced Canvas**
Date: Monday, February 24, 2020
Time: 10 – 11 a.m.
Location: Scott Memorial Library, Room 307
 - **Mobile Canvas**
Date: Tuesday, March 3, 2020
Time: 4 – 5 p.m.
Location: Scott Memorial Library, Room 307
 - **Communicating with Canvas**
Date: Monday, March 16, 2020
Time: 12 – 1:30 p.m.
Location: Scott Memorial Library, Room 307
 - **Communicating with Canvas**
Date: Wednesday, April 1, 2020
Time: 2 – 3 p.m.
Location: Jefferson Alumni Hall, Room M13A
 - **Grading with Canvas**
Date: Monday, April 6, 2020
Time: 3 – 4 p.m.
Location: Scott Memorial Library, Room 307
 - **Mobile Canvas**
Date: Thursday, April 16, 2020
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 307
 - **Advanced Canvas**
Date: Friday, May 1, 2020
Time: 9 – 10 a.m.
Location: Scott Memorial Library, Room 307
 - **Canvas Camp**
Date: Monday, June 8, 2020
Time: 9 a.m. – 1 p.m.
Location: Scott Memorial Library, Room 307
 - **Canvas Camp**
Date: Tuesday, June 9, 2020
Time: 9 a.m. – 1 p.m.
Location: Scott Memorial Library, Room 307

Curriculum for Educators (continued)

Center for Teaching and Learning Workshops— East Falls Campus

Locations and times to be determined.

- **Canvas Basics**
Date: Wednesday, September 4, 2019
- **Canvas Basics**
Date: Wednesday, September 4, 2019
- **Canvas Basics**
Date: Thursday, October 3, 2019
- **Communicating with Canvas**
Date: Thursday, October 3, 2019
- **Grading with Canvas**
Date: Tuesday, November 12, 2019
- **Canvas Basics**
Date: Tuesday, November 12, 2019
- **Canvas Basics**
Date: Thursday, January 30, 2020
- **Mobile Canvas**
Date: Thursday, January 30, 2020
- **Communicating with Canvas**
Date: Tuesday, February 18, 2020
- **Grading with Canvas**
Date: Tuesday, February 18, 2020
- **Canvas Camp** (whole day)
Date: Thursday, March 12, 2020
- **Mobile Canvas**
Date: Tuesday, March 24, 2020
- **Advanced Canvas**
Date: Tuesday, March 24, 2020
- **Communicating with Canvas**
Date: Wednesday, April 22, 2020
- **Grading with Canvas**
Date: Wednesday, April 22, 2020
- **Canvas Camp** (whole day)
Date: Tuesday, May 19, 2020

Curriculum for Professional Development

New Faculty: Preparing for Success in an Academic Career

Instructor: Karen Novielli, MD

Dates: Wednesdays; 6 Sessions; October 2, October 9, October 30, November 6, November 13, November 20, 2019

Time: 7:30 – 8:30 a.m.

Location: Scott Memorial Library, Room 200A, Center City Campus

Maximum Enrollment: 20

This six session series is intended to focus and orient the faculty member who is new to Jefferson and new to academics. 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 end at 9 a.m.)
- 6) Identifying Resources to Support Your Research and Scholarship

Wellness: Strategies for Ensuring It for Ourselves and Others

Instructor: Heather Farley*, Vanessa Downing** and Karen Novielli, MD

Date: Monday, October 14, 2019

Time: 9 a.m. – 12 p.m.

Location: 901 Walnut Street, 1st Floor Lobby, Center City Campus

Maximum Enrollment: 60

In this session, Drs. Heather Farley and Jessica Downing will share the burning platform that led Christiana Care Health System to create a Center for Provider Wellbeing. They will highlight the innovative, groundbreaking steps the health system has taken to drive professional fulfillment and joy in work for clinicians. Personal strategies to combat burnout will also be shared.

Health providers are among the most resilient and mission-driven people in the world—people who are trained to run toward problems and push past their own limits. This incredible skill set makes the difference for patients when it counts the most, but does not come without costs and, sometimes, insidious repercussions. Specifically, Dr. Downing will share effective, concrete, practical approaches for providers to better identify their needs and get those needs met and to increasingly regain the sense of being back in the “driver’s seat” of their own lives.

Dr. Karen Novielli will also present faculty wellness at Thomas Jefferson University from the recent AAMC StandPoint Engagement Survey.

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

- 1) Review TJU wellness data from the 2018-2019 StandPoint Faculty Engagement Survey.
- 2) Gain an understanding of the human and organizational cost of physician burnout.
- 3) Review and discuss evidence-based methods for promoting wellbeing and fostering joy in practice.
- 4) Identify warning signs of distress that emerge in the provision of care.
- 5) Identify needs and take steps to increase the likelihood of getting needs met.

*As Chief Wellness Officer for Christiana Care Health System in Newark, DE,

Dr. Heather Farley's focus is on advancing the professional fulfillment and wellbeing of healthcare providers. She leads advocacy programs and initiatives aimed at optimizing the caregiver experience and fostering an organizational culture of wellbeing. Her mission is to restore joy and meaning in work for healthcare providers. Dr. Farley completed residency training in emergency medicine in 2005, fellowship training in administration in 2006, and earned her Masters of Health Care Delivery Science from Dartmouth College in 2018. She has previously served as the Assistant Chair of the Department of Emergency Medicine at Christiana Care and was instrumental in establishing the institution's first freestanding emergency department in 2013, subsequently serving as the medical director for 3 years. In 2014, she developed “Care for the Caregiver” one of the nation's earliest and largest peer support programs for health care providers. Dr. Farley is an Associate Professor of Emergency Medicine at Sidney Kimmel Medical College at Thomas Jefferson University. She has held several leadership positions within the American College of Emergency Physicians on the state and national level. She has co-authored multiple peer-reviewed journal articles and has been the principal or co-investigator in 10 grant-funded studies. She frequently speaks at local, national and international venues with the goal of mutual sharing of best practices and innovations in the field of clinician wellbeing. Dr. Farley continues to practice and teach emergency medicine in one of the busiest emergency departments in the country.

****Dr. Vanessa Downing** is a licensed psychologist and the Director of Content Development and Training in Christiana Care's Center for Provider Wellbeing. Dr. Downing earned her doctorate in counseling psychology from the University of Maryland in 2008. She joined Christiana Care in 2009.

Curriculum for Professional Development (continued)

Dr. Downing has a special interest in the wellbeing of hospital staff and first responders and works exclusively with clinicians on the topics of burnout, vicarious trauma, compassion fatigue and resilience. She has lectured and consulted for various professional, government and educational organizations on the topics of resilience and wellbeing in high risk professions, and now leads the development of interventions for multidisciplinary teams.

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

Instructor: Karen Novielli, MD

Date: Wednesday, January 22, 2020

Time: 3:30 – 5 p.m.

Location: Scott Memorial Library, Room 200A, Center City Campus

Maximum Enrollment: 20

At the end of this session, 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.

Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in SKMC

Instructor: Karen Novielli, MD

Date: Thursday, February 6, 2020

Time: 12 – 1 p.m.

Location: Scott Memorial Library, Room 200A, Center City Campus

Maximum Enrollment: 30

Date: Wednesday, March 18, 2020

Time: 5 – 6 p.m.

Location: Scott Memorial Library, Room 200A, Center City Campus

Maximum Enrollment: 30

This workshop will review the tracks and guidelines for appointment and promotion at TJU.

Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in Nursing, Population Health, Rehabilitation Science, Pharmacy and Health Professions

Instructor: Sean Bates

Date: TBD

Time: TBD

Location: TBD

Maximum Enrollment: 30

This workshop will review the tracks and guidelines for appointment and promotion at TJU.

Appointment and Promotion Tracks and Guidelines: An Overview for Faculty in Nursing, Population Health, Rehabilitation Science, Pharmacy and Health Professions

Instructor: Elizabeth Shepard-Rabadam

Date: TBD

Time: TBD

Location: TBD

Maximum Enrollment: 30

This workshop will review the tracks and guidelines for appointment and promotion at TJU.

Faculty Development In Action: Sexual and Gender Minority Training, Mentoring and Education for Health Profession Faculty

Instructor: Karla A. Bell, Audrey L. Zapletal, Tracey Vause Earland and Susan Toth-Cohen

Date: Monday, March 9, 2020

Time: 9 – 11 a.m.

Location: Bluemle Life Sciences Building, Room 105/107, Center City Campus

Maximum Enrollment: 50

This workshop will be a mini compendium of the formal faculty development research program, covering the basics of sexual and gender minority communities and health disparities, implicit bias, cultural humility and inclusive practices in teaching and advising.

Cultural competency/humility education is the avenue through which health profession students and practitioners gain empathy, sensitivity, awareness, knowledge and skills in working with different cultures than their own. The literature is rich in the aspect of cultural competency over the past 20 years; however, the inclusion of sexual and gender minority content has been extremely minimal – and all but absent in most health professions curricula. Population health and health disparity literature reveals stark disparities in sexual and gender minority populations

compared to their heterosexual and cisgendered counterparts. These disparities include increased rates of suicide/suicide ideation, substance use, depression, smoking, obesity, physical disability, mortality with breast cancer, homelessness to name a few. Faculty teaching in the health professions also require development around knowledge in these areas to deliver the content in an effective and accurate way respective to patient care and to supporting students in these communities.

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

- 1) Have an enhanced faculty's comfortability, knowledge in the area of cultural competence/humility inclusive of sexual and gender minority communities and health.
- 2) Create curricula integration of content that relies on faculty knowledge and expertise in the content area.
- 3) Integrate sexual and gender minority content in professional education and faculty development is a tool that could directly impact inclusion and integration.

Teaching for Today: Social Justice, Inclusion and Equity in Higher Education

Jefferson works to foster an environment of academic engagement that prioritizes equity and inclusion among students, faculty and administration throughout its curricula and professional practices at Thomas Jefferson University. This four-part educational program is designed to begin the process of identifying and dismantling interpersonal and institutional oppression and develop a framework for Thomas Jefferson University to position its mission and work through a lens of social justice and equity.

Registration for this 4-part series is limited. The course organizers ask that only those participants who can attend all four sessions register for this series. Dates, times and locations are listed below.

Session 1: Social Justice and Equity: What Do They Mean in Higher Education?

Date: Friday, October 4, 2019

Time: 8 a.m. – 12 p.m.

Location: Hamilton Building, Room 208/209, Center City Campus

Maximum Enrollment: 30

Participants will be introduced to concepts of social justice and equity as they relate to higher education. This includes discussion of historic and systemic oppressions in the U.S., the power and influence of dominant culture and the impact of those factors not only on economic, health and social disparities within a population but also the experiences of students who identify as members of one or more oppressed identities (e.g., women, students of color and sexual minority students). By the end of this session, participants will have a working knowledge of connections between social justice and equity issues and how they relate to providing a strong student-centered focus in higher education.

Session 2: Breaking Down Explicit and Implicit Bias: We All Have It, But What Should We Do About It?

Date: Friday, November 8, 2019

Time: 8 a.m. – 12 p.m.

Location: Hamilton Building, Room 208/209, Center City Campus

Maximum Enrollment: 30

Participants will analyze how social injustices and power inequities shape individual interactions. Using a combination of small and large group

discussion as well as experiential activities, participants will engage with topics such as explicit and implicit bias, prejudice and stereotyping. The facilitators will support participants in exploring their own biases and how to interrupt unconscious and automatic responses during social exchanges. By the end of the session, participants will have a deeper awareness of how to be culturally responsible.

Session 3: Cultivating Awareness of Microaggressions

Date: Friday, January 17, 2020

Time: 8 a.m. – 12 p.m.

Location: Hamilton Building, Room 505, Center City Campus

Maximum Enrollment: 50

Participants will be introduced to ways in which implicit bias causes a negative impact on racial and sexual minorities. This training uses the framework of microaggressions, which are social exchanges that often seem harmless but actually have detrimental psychological and physiological effects on minorities. Using lecture, media and experiential activities, the facilitators will guide participants through effective recognition of microaggressions and how to implement a reparative response after committing a microaggression.

Session 4: Building Inclusive and Equitable Classrooms

Date: Friday, March 6, 2020

Time: 8 a.m. – 12 p.m.

Location: Hamilton Building, Room 505, Center City Campus

Maximum Enrollment: 50

Participants will build off their foundational knowledge about systemic, institutional and interpersonal oppressions and strategize effective solutions for building inclusive, affirming and equitable classrooms. The facilitators will introduce participants

Curriculum for Professional Development (continued)

to resources for creating inclusive and equitable learning environments and brainstorm ways they can apply them to medical education. By the end of the session, participants will have a Social Justice Toolkit filled with communications tools to use while either teaching or providing patient-centered care.

Jefferson Book Clubs

Diversity, Inclusion and Social Justice Reading Group

Instructor: Bernard Lopez and Susan Frosten

**Dates: Thursdays: (11 sessions, no meeting November 28)
September 26 – December 12, 2019**

Time: 12 – 1 p.m.

Location: College Building, Suite 119 (126 College), Center City Campus

Maximum Enrollment: 25

This reading, inquiry and practice group focuses on diversity, inclusion and social justice in the classroom and on campus. We will read 1-2 chapters per week. The in-person session will involve an open discussion of our thoughts on what we read. For the fall semester, we will use the book "Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race" by Derald Wing Sue to frame our discussions. A copy of the book will be provided.

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 cohort group annually. 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.



Curriculum for Researchers

LabArchives: Professional Edition

Instructors: LabArchives staff,
Gary Kaplan

Dates: August 8, 2019; September 13, 2019; October 18, 2019; and November 22, 2019

Time: 12 – 12:50 p.m.

Location: Webinar

A brief overview of the major features and benefits of the LabArchives Professional Edition, Jefferson's Electronic Research Notebook. Zoom registration links are available at: <http://Library.Jefferson.edu/LibraryNews/?p=10234>.

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

- 1) Explain options for how to setup notebooks, e.g., by project or by person.
- 2) Create notebooks, input and share data.
- 3) Describe Jefferson-specific procedures and policies.

LabArchives: Classroom Edition

Instructors: LabArchives staff,
Gary Kaplan

Dates: August 8, 2019; September 13, 2019; October 18, 2019; and November 22, 2019

Time: 1 – 1:50 p.m.

Location: Webinar

The webinar will give a brief overview of the major features and benefits of the LabArchives Classroom Edition, Jefferson's Electronic Research Notebook. Zoom registration links are available at: <http://Library.Jefferson.edu/LibraryNews/?p=10234>.

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

- 1) Explain options for how to setup, archive and reuse courses.
- 2) Create notebooks, add data, provide feedback and grade assignments.
- 3) Describe Jefferson-specific procedures and policies.

Grant Writing Workshop

Instructors: Raymond Penn, Scott Waldman, Gerald Grunwald, Carol Prem, Deborah Roussell, D'wayn Mapp

Dates: Tuesdays: October 15, October 22, October 29, November 5, and November 12, 2019

Time: 12 – 1:30 p.m.

Locations: Jefferson Alumni Hall, Room 407 (October 15), Jefferson Alumni Hall, Room 207 (October 22), Jefferson Alumni Hall, Room 407 (October 29), Curtis Building, Room 218 (November 5) and Jefferson Alumni Hall, Room 407 (November 12, 2019)

Maximum Enrollment: 50

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

The sessions will cover the following topics:

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

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

- 1) Discuss the scientific review process including how grants are reviewed and scored.
- 2) List different types of grant mechanisms and explain the best mechanisms to use for specific types of research.
- 3) Define strategies for the preparation of a successful grant preparation process.
- 4) Prepare an accurate budget for an R0-1 type grant application.

Qualitative Methods: Tools for Understanding Patient, Provider and Community Perspectives

Instructors: Rosie Frasso, Kristin Rising

Date: Friday, November 8, 2019

Time: 12 – 1 p.m.

Location: Jefferson Alumni Hall, Room 307

Maximum Enrollment: 30

Qualitative data collection methods vary widely but frequently involve interviews, observations, or focus groups. Less common, but more interactive and creative approaches, such as intercept interviews, free-listing, walking interviews, photo elicitation interviews, photovoice and nominal group technique can enhance a researcher's ability to collaborate with stakeholders, patients and communities and create lasting and effective partnerships. Each approach presents unique implementation, recruitment and ethical challenges, which will be discussed in this presentation. We will address data collection, organization and analysis, including effective ways to disseminate findings. Additionally, we will workshop effective basic interview techniques which can be translated to a variety of data collection approaches.

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

- 1) Identify a variety of qualitative data collection techniques.
- 2) Match qualitative data collection approaches to potential research questions.
- 3) Apply effective and appropriate interview techniques for research questions.

Office for Professional Writing, Publishing and Communications Workshops

The Office for Professional Writing is excited to offer several workshops over the course of the academic year that will focus on several topics that will support effective writing, publication, communication and scholarship.

- **Peer Editing for Content and Clarity**

Instructor: Pam Walter
Date: Thursday, August 1, 2019
Time: 12 – 1:30 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

- **Peer Editing for Correctness**

Instructor: Pam Walter
Date: Thursday, August 8, 2019
Time: 12 – 1:30 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

- **Find the Time: Tools and Tips for Prioritizing and Collaborating**

Instructor: Pam Walter
Date: Tuesday, August 13, 2019
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

- **Better Everyday Writing**

Instructor: Pam Walter
Date: Thursday, September 12, 2019
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

- **Powerful Presentation Skills**

Instructor: Pam Walter
Dates: Tuesday, October 1, 2019 and Thursday, January 23, 2020
Time: 12 – 1:30 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

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

Instructor: Jennifer Wilson
Date: Tuesday, October 8, 2019
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

- **Find the Time: Tools and Tips for Prioritizing and Collaborating**

Instructor: Pam Walter
Date: Thursday, January 9, 2020
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

- **5 Habits of Successful Writers—and Ways to Foster them in Your Own Writing**

Instructor: Jennifer Wilson
Date: Tuesday, January 14, 2020
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

- **Powerful Presentation Skills**

Instructor: Pam Walter
Date: Thursday, January 23, 2020
Time: 12 – 1:30 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

- **How to Write Better Abstracts**

Instructor: Pam Walter
Date: Thursday, February 13, 2020
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

- **High Impact Publishing**

Instructor: Jennifer Wilson
Date: Thursday, April 7, 2020
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

- **Turn Your Thesis into a Publishable Manuscript**

Instructor: Jennifer Wilson
Date: Thursday, April 30, 2020
Time: 12 – 1 p.m.
Location: Scott Memorial Library, Room 200A, Center City Campus

International Write-In at Jefferson

Date: Wednesday, December 4, 2019

Goal: To showcase writing resources for faculty, postdocs and students at Jefferson.

Location: TBD

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|-------------|---|
| 12 – 1 p.m. | Show Me the Money
Learn about funding sources for your research and OA publishing.
<i>Scott Memorial Library & Research Administration Center for Excellence (RACE)</i> |
| 1 – 2 p.m. | The 'Write' Stuff
Talk to people who can help you with grant writing.
<i>Research Administration Center for Excellence (RACE), Jefferson Clinical Research Institute (JCRI), Office of International Affairs (OIA), Office of Professional Writing, Publishing and Communication (OPWPC)</i> |
| 2 – 3 p.m. | Screening of "Paywall: The Business of Scholarship"
Learn about publishing challenges.
<i>Scott Memorial Library</i> |
| 3 – 4 p.m. | DEW IT: Drop Everything and Write
Practice some brainstorming and freewriting.
<i>Office of Professional Writing, Publishing and Communication (OPWPC)</i> |
| 4 – 5 p.m. | Citations 101
Find and use citation tools and styles.
<i>The Student Writing Center Staff</i> |
| 5 – 6 p.m. | Adobe 101
Download free tools and get started.
<i>The DICE (Digital Innovation and Consumer Experience) Group</i> |
| 6 – 7 p.m. | The 7th Inning Stretch
Practice healthy exercises for writing and screen time.
<i>Office of Professional Writing, Publishing and Communication (OPWPC), College of Rehabilitation Sciences, Department of Occupational Therapy, Office of Student Life and Engagement (OSLE)</i> |
| 7 – 8 p.m. | Meet the Coaches
Writing consultants will be available for researchers and students.
<i>Office of Professional Writing, Publishing and Communication (OPWPC) & The Student Writing Center Staff</i> |



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

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

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

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

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
Cynthia Kryder

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

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

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

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

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

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

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
Susan Rattner

Participants will learn to use the audience response system, case-based teaching and other interactive modalities for engaging large group audiences in the learning process.

WEB BASED SELF DIRECTED LEARNING MODULES

PowerPoint Series

Available online anytime at:
[http://JeffLine.Jefferson.edu/
Education/sdl/ppt](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](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.

