

## Teaching Scholars Summer Institute 2016 Continuing Education Form

**Day One, Monday, June 6, 2016**

<b>TIME</b>	<b>PRESENTER</b>	<b>CONTENT (TOPICS)</b>	<b>OBJECTIVES</b>	<b>TEACHING STRATEGIES</b>
7:15 -7:45		Registration		
7:45 -8:15		Welcome/Logistics		
8:15 - 9:15	Tara Hulseley, PhD, RN, CNE, FAAN Dean, School of Nursing	Keynote: The Ins and Out of Mentoring	<ul style="list-style-type: none"> <li>• Explore different mentoring models.</li> <li>• Discuss the value of mentorships and how to get the most out of the experience.</li> <li>• Identify individual goals of a mentoring relationship.</li> </ul>	Presentation/ Discussion
9:15 -9:30	Break			
9:30 to 10:45	Mark Paternostro, PhD	Large Group Teaching	<ul style="list-style-type: none"> <li>• Think about teaching in new ways.</li> <li>• Take home strategies for teaching large groups.</li> <li>• Understand fundamental concepts of neurobiology as it relates to teaching and learning-"Brain Rules."</li> <li>• Describe how to apply Gagne's "Nine Events of Instruction" to lecture Development.</li> <li>• Develop teaching strategies to consider when lecturing to large groups.</li> <li>• Discuss methods to make large group teaching more personal and more effective.</li> </ul>	Presentation/ Discussion
10:45 -11:00	Break		•	
11:00 to 12:15	G. Anne Cather, MD	Writing Student Narratives	<ul style="list-style-type: none"> <li>• Explain why narratives are being written, when and any potential impact of this document.</li> <li>• Outline the advantages of narratives over other forms of assessment.</li> <li>• Specify what your narrative will be based upon.</li> <li>• Define why some narratives are not meaningful and why.</li> </ul>	Presentation/ Discussion
12:15 – 1:00	Lunch			
1:15 – 2:30	Tara Whetsel, PharmD, BCACP, BC-ADM	Flipping the Classroom: The What, Why and How of Flip Teaching	<ul style="list-style-type: none"> <li>• Describe flip teaching.</li> <li>• Discuss the potential advantages of a flipped classroom.</li> <li>• Describe the steps involved in developing a flipped classroom.</li> <li>• Describe how team based learning can be incorporated into a flipped classroom.</li> </ul>	Presentation/ Discussion
2:30 – 2:45	Break			

2:45 – 4:00	Erin Kelley, JA and Chrys A. Dean	Best Practices for Online Teaching	<ul style="list-style-type: none"> <li>• Identify best practices for effective online teaching and learning.</li> <li>• Draw suggestions from this presentation to identify practical applications for implementing best practices.</li> <li>• Locate information about further training pertinent to those best practices.</li> </ul>	Presentation/ Discussion
4:00 – 4:15	Break			
4:15 – 5:15	Rashida Khakoo, MD, MACP	<p>Speed Mentoring Session</p> <p>Purpose: To provide a learning opportunity while requiring a limited commitment of time.</p>	<p><b><u>Scholarly Activities in Everyday Work</u></b></p> <ul style="list-style-type: none"> <li>• Identifying every day clinical or educational activity that could result in scholarly activities</li> <li>• Helping learners with scholarly activities which can result in abstracts and publications</li> <li>• Working with colleagues</li> <li>• Learning effective networking strategies for scholarly activities</li> <li>• Resources in the institution to help with scholarship <ul style="list-style-type: none"> <li>Mentors</li> <li>Walk in clinics</li> <li>Teaching Scholars Program</li> <li>Other</li> </ul> </li> </ul> <p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>• Learning to provide leadership In everyday activities related to all of our missions</li> <li>• Developing, sharing and executing vision</li> <li>• Motivating others</li> <li>• Enhancing team work</li> <li>• Effective communication</li> <li>• Personal characteristics of leaders</li> <li>• Styles of leadership</li> </ul> <p><b><u>Career Development</u></b></p> <ul style="list-style-type: none"> <li>• Define your career goals, how do you see yourself 5 years from now?</li> <li>• Think about new possibilities</li> <li>• Personal professional development portfolio</li> <li>• Additional skills you need and your plan to acquire them.</li> </ul>	Speed Mentoring

## Teaching Scholars Summer Institute 2016 Continuing Education Form

**Day Two, Tuesday, June 7, 2016**

<b>TIME</b>	<b>PRESENTER</b>	<b>CONTENT (TOPICS)</b>	<b>OBJECTIVES</b>	<b>TEACHING STRATEGIES</b>
8:00 - 9:15	Rashida Khakoo, MD, MACP	Clinical Teaching	<ul style="list-style-type: none"> <li>• To discuss the importance of clinical teaching.</li> <li>• To learn about various effective methods of teaching in clinical settings.</li> <li>• To discuss opportunities and challenges of clinical teaching.</li> </ul>	Presentation/ Discussion
9:15 -9:30	Break			
9:30 – 10:30	Georgia L. Narsavage, PhD, CRNP, FAAN	Inter-Professional Education	<ul style="list-style-type: none"> <li>• Discuss multiple aspects of Interprofessional Education (IPE), including advantages of IPE and collaborative practice (Ex. HealthCare Reform and the need for more provider types, lower costs, improved patient care).</li> <li>• Describe the four Interprofessional competencies developed by the WVU IPE Workgroup.</li> <li>• Discuss techniques to address the barriers and challenges to IPE in teaching (ex. Schedules; credit?)</li> </ul>	Presentation/ Discussion
10:30 – 10:45	Break			
10:45 -12:00	Christopher J. Martin, MD, MSc	Writing Multiple Choice Questions	<ul style="list-style-type: none"> <li>• Submit one text question prior to conference that you have used or written.</li> <li>• Give feedback on test questions submitted.</li> </ul>	Presentation/ Discussion
12:00 – 12:45	Lunch			
12:45 – 1:00	Move ALL Scholars to WV STEPS			Lecture/ Interactive
1:00– 4:00	The Fundamentals of Simulation and Modalities		<ul style="list-style-type: none"> <li>• Identify opportunities for simulating real-world situations of the health professions.</li> <li>• Describe the 4 modalities of simulation: partial task trainers, high fidelity manikin simulators, virtual reality simulators and standardized patients to differentiate their purposes and apply their knowledge in hands-on exercises.</li> </ul>	Lecture/ Interactive
4:00 - 5:00	Experiential Learning and Assessment Documentation  Audience: Simulation Level 1 Participants		<ul style="list-style-type: none"> <li>• Explain why assessment is important when planning simulation.</li> <li>• Identify assessment techniques including Learning Management Systems.</li> </ul>	

## Teaching Scholars Summer Institute 2016 Continuing Education Form

Day Three, Wednesday, June 8, 2016

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
8:00 to 9:15	Jonathan Kline, PharmD, CACP, BCPS, CDE	Intergenerational Challenges	<ul style="list-style-type: none"> <li>• Describe some of the historical and cultural differences between generations involved in education and learning today.</li> <li>• Identify the formative events for the current generations and how those events led to their particular qualities.</li> <li>• List potential obstacles and identify solutions to address communication with millennial students.</li> </ul>	Presentation/ Discussion
9:15 -9:30	Break			
9:30 to 11:15	Scott Cottrell, EdD	Implementing the Scholarship of Teaching and Learning	<ul style="list-style-type: none"> <li>• Discuss how participants can clarify their research question.</li> <li>• Discuss study designs that will be useful in answering various research questions.</li> </ul>	Presentation/ Discussion
11:15 to 12:30	Lunch			
12:30 to 1:45	Thomas Hulse, MSPH, Sc.D	Quantitative Research Methods	<ul style="list-style-type: none"> <li>• Understand basic principles of study design involving quantitative outcomes.</li> <li>• Discuss general motivations and strategies for analyzing data.</li> </ul>	Presentation/ Discussion
1:45 to 2:00	Break			
2:00 to 3:30	Scott Cottrell, EdD	Sampling & Estimation	<ul style="list-style-type: none"> <li>• List the types of probability samples.</li> <li>• Identify the types of non-probability samples.</li> <li>• Discuss sampling distribution.</li> <li>• State the best approaches to estimating population parameters.</li> </ul>	Presentation/ Discussion
3:30 -4:00	Sim I scholars to WV STEPS			Lecture/ Interactive
4:00 - 6:00	Introduction to constructing simulation scenarios and debriefing  Audience: Simulation Level 1 Participants		<ul style="list-style-type: none"> <li>• Demonstrate integrated knowledge of simulation modalities and write a case scenario which outlines the various details of a learning activity.</li> <li>• Discuss methods of providing feedback in a debriefing session.</li> </ul>	

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Day Four, Thursday, June 9, 2016

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
8:00 - 9:15	Lesley E. Cottrell, PhD	Survey Research	<ul style="list-style-type: none"> <li>• Identify and understand the individual components of survey research.</li> <li>• Distinguish between types of surveys.</li> <li>• Identify design issues (+/-).</li> <li>• Understand difference between reliable and valid survey methods.</li> <li>• Apply survey research principles to real world ideas.</li> </ul>	Presentation/ Discussion
9:15 -9:30	Break			
9:30 – 11:00	Danielle M. Davidov, PhD	Qualitative Research Methods	<ul style="list-style-type: none"> <li>• Describe three qualitative research methods.</li> <li>• Identify research questions that are appropriate to the various qualitative methods.</li> <li>• Discuss the concept of methodological rigor in qualitative research methods.</li> </ul>	Presentation/ Discussion
11:00 -12:15	Lunch			
12:15 – 1:30	Lisa Costello, MD, MPH	#SoMe #MedEd Chat: Using Social Media in Medical Education	<ul style="list-style-type: none"> <li>• Describe the use of social media in healthcare education.</li> <li>• Learn about strategies of how to utilize social media to enhance healthcare education.</li> <li>• Provide social media resources for health care educators.</li> </ul>	Presentation/ Discussion
1:30 – 1:45	Break			
1:45 – 3:30	Marie Abate, PharmD	Rubrics	<ul style="list-style-type: none"> <li>• Describe the types and key components of a rubric.</li> </ul>	Presentation/ Discussion
3:30 – 4:00	Sim I Scholars to WV STEPS			Lecture/ Interactive
4:00 - 6:00	Practical Experience in Simulation  Audience: Simulation Level 1 Participants		<ul style="list-style-type: none"> <li>• Perform the role of a learner and participate in a guided debriefing activity.</li> </ul>	

## Teaching Scholars Summer Institute 2016 Continuing Education Form

### Day Five, Friday, June 10, 2016

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
8:00 - 9:15	Rashida Khakoo, MD, MACP	Feedback	<ul style="list-style-type: none"> <li>• Differentiate between feedback and evaluation.</li> <li>• Describe the importance of feedback as part of any educational endeavor.</li> <li>• Discuss the importance of feedback in improvement of learning experiences.</li> <li>• Discuss giving and receiving feedback.</li> </ul>	Presentation/ Discussion
9:15 -9:30	Break			
9:30 – 10:30	Christopher J. Martin, MD, MSc	The World’s Worst Lecture	<ul style="list-style-type: none"> <li>• Describe the positive/negative aspects of developing a lecture, including AV aids and handouts.</li> </ul>	Presentation/ Discussion
10:30 -12:00	Rashida Khakoo, MD, MACP	What Did We Learn	<ul style="list-style-type: none"> <li>• Discuss pertinent applications of the learning from the previous week.</li> <li>• Identify insights they plan to share in their own institutions.</li> </ul>	Discussion
12:00 – 12:30	Box lunches available			
12:30 – 1:00	Sim II Scholars to WV STEPS			Lecture/ Interactive
1:00 - 5:00	Designing Simulation  Audience: Simulation Level 2 Participants		<ul style="list-style-type: none"> <li>• Develop the necessary materials for conducting a simulation experience.</li> <li>• Plan and perform the role of instructor during a simulation experience.</li> </ul>	

### Day Six, Saturday, June 11, 2016

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
9:00 - 10:30	Conducting Debriefing  Audience: Simulation Level 2 Participants		<ul style="list-style-type: none"> <li>• Construct open ended questions related to the simulation experience.</li> <li>• Select appropriate debriefing methods for the simulation experience.</li> <li>• Demonstrate techniques to monitor progress of debriefing.</li> </ul>	Lecture/ Interactive
10:30 - 12:00	Assessing Learning  Audience: Simulation Level 2 Participants		<ul style="list-style-type: none"> <li>• Create a tool for assessing learner’s progress and/or competency.</li> <li>• Utilize multiple assessment modalities to triangulate observations.</li> <li>• List assessment modalities to determine instructor efficacy.</li> </ul>	