

**Teaching Scholars Summer Institute 2017
Continuing Education Form**

Day One, Monday, June 5, 2017

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
7:15 am to 7:45 am		Registration		
7:45 am to 8:15 am		Welcome/ Logistics		
8:15 am to 9:15 am	Ann M. Chester, PhD Knowledge Based	The Importance of Collaboration Development	<ul style="list-style-type: none"> • Describe best practices for collaborating. • Describe how to analyze mistakes not to make in collaborating. • Identify opportunities to collaborations. 	Presentation/ Discussion
9:15 am to 10:15 am	Mark Paternostro, PhD Knowledge Based	Large Group Teaching	<ul style="list-style-type: none"> • Identify new ways of teaching. • Identify strategies for teaching large groups. • State fundamental concepts of neurobiology as it relates to teaching and learning- "Brain Rules." • Describe how to apply Gagne's "Nine Events of Instruction" to lecture Development. • Develop teaching strategies to consider when lecturing to large groups. • Discuss methods to make large group teaching more personal and more effective. 	Presentation/ Discussion
10:15 am to 10:30 am		Break		
10:30 am to 11:30 am	E. Gordon Gee, JD, EdD President, WVU Knowledge Based	Transformational Leadership In Enhancing Education	<ul style="list-style-type: none"> • Describe 5 major trends that are transforming higher education in the United States. • Discuss how these trends are affecting WVU and, in particular, the Health Sciences Center. • Identify best practices for educational leaders to apply in response to these trends. 	Keynote
11:30 am to 12:30 pm	Tara Whetsel, PharmD, BCACP, BC-ADM Knowledge Based	Flipping the Classroom: The What, Why and How of Flip Teaching	<ul style="list-style-type: none"> • Describe flip teaching. • Discuss the potential advantages of a flipped classroom. • Describe the steps involved in developing a flipped classroom. • Describe how team based learning can be incorporated into a flipped classroom. 	Presentation/ Discussion

12:30 pm to 1:30 pm		Lunch		
1:30 pm to 3:00 pm	Erin Kelley, JD Lydia Mong, MA Knowledge Based	Quest for Best In Online Teaching & Learning	<ul style="list-style-type: none"> • Identify best practices for effective online teaching and learning. • Identify practical applications for implementing best practices. • Locate information about further training pertinent to those best practices. 	Presentation/ Discussion
3:15 pm to 5:15 pm	WV STEPS: Christy Barnhart, MSN, RN Jason Craig, CHSE Russell Doerr, CHSE Adam Hoffman Lee Ann Miller, EdD, CHSE Daniel Summers, RN, BSN, CHSE William Tullock, MD Dorian Williams, MD Christopher Kiefer, MD, FACEP, Emergency Medicine Knowledge Based	Experiential Learning and Assessment Documentation LEVEL ONE Simulation Scholars Only	<ul style="list-style-type: none"> • Explain why assessment is important when planning simulation. • Identify assessment techniques including Learning Management Systems. 	Lecture

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Day Two, Tuesday, June 6, 2017

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
8:00 am to 9:00 am	Rashida Khakoo, MD, MACP Knowledge Based	Clinical Teaching	<ul style="list-style-type: none"> • Discuss the importance of clinical teaching. • Discuss various effective methods of teaching in clinical settings. • Discuss opportunities and challenges of clinical teaching. 	Presentation/ Discussion
9:00 am to 10:00 am	Nicholas David Bowman, PhD Application Based	Communications Between Students, Other Faculty	<ul style="list-style-type: none"> • Define the concept of instructor immediacy. • Synthesize academic literature on the benefits of instructor immediacy for both faculty and students. • Define strategies to increase instructor immediacy in a variety of classroom settings. • Demonstrate the role that communication technologies play in fostering immediacy. 	Presentation/ Discussion
10:00 am to 10:15 am		Break		
10:15 am to 11:15 am	Lisa Costello, MD, MPH Application Based	#SoMe #MedEd Chat: Using Social Media in Medical Education	<ul style="list-style-type: none"> • Describe the use of social media in healthcare education. • Identify strategies to utilize social media to enhance healthcare education. • Utilize social media resources for health care educators. 	Presentation/ Discussion
11:15 am to 12:15 pm	Christopher J. Martin, MD, MSc Knowledge Based	Writing Multiple Choice Questions	<ul style="list-style-type: none"> • Contrast and compare the relative advantages and disadvantages of different assessment methodologies • Describe the elements of a single best-answer multiple choice question • Identify common item writing flaws • Describe how to construct high-quality single best-answer multiple choice question • Discuss how to interpret the results of item analysis to judge the performance single best-answer multiple choice question and determine whether or not such items should be rejected or retained in an examination. 	Presentation/ Discussion
12:15 pm to 1:15 pm		Lunch		

1:30 pm to 4:00 pm	WV STEPS Application Based	The Fundamentals of Simulation and Modalities ALL Scholars	<ul style="list-style-type: none"> • Identify opportunities for simulating real-world situations of the health professions. • Given 4 modalities of simulation (partial task trainers, high fidelity manikin simulators, virtual reality simulators, and standardized patients), differentiate their purposes and apply their knowledge in hands-on exercises. 	Lecture/Interactive
4:00 pm to 6:00 pm	WV STEPS Christopher Kiefer, MD, FACEP, Emergency Medicine Application Based	Introduction to constructing simulation scenarios and Debriefing LEVEL ONE Simulation Scholars Only	<ul style="list-style-type: none"> • Write a case scenario which outlines the various details of a learning activity. • Discuss methods of providing feedback. 	Lecture/Interactive

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Day Three, Wednesday, June 7, 2017

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
8:00 am to 9:00 am	Karen A. Woodfork, PhD Knowledge Based	Incorporating Self-Directed Learning into the Classroom	<ul style="list-style-type: none"> • Describe the defining characteristics of self-directed learning. • Discuss studies related to the use of self-directed learning in the classroom. • Identify strategies to create new self-directed learning activities and convert existing activities to self-directed learning activities. 	Presentation/ Discussion
9:00 am to 10:00 am	Karen A. Woodfork, PhD Knowledge Based	Creating Short Videos to Enhance Student Learning	<ul style="list-style-type: none"> • Describe the rationale for the use of videos in place of or supplement to lecture. • List the different types of educational videos. • Discuss features that make a video an effective learning tool as well as the “don’ts” of video design. • Describe different software that can be used to produce educational videos. • Discuss the process of storyboarding a video. 	Presentation/ Discussion
10:00 am to 10:15 am		Break		
10:15 am to 11:15 am	Jonathan M. Kline, PharmD Knowledge Based	Intergenerational Conflict and Educational Strategy	<ul style="list-style-type: none"> • Describe some of the historical and cultural differences between generations involved in education and learning today. • Identify the formative events for the current generations and how those events led to their particular qualities. • List potential obstacles and identify solutions to address communication with millennial students. 	Presentation/ Discussion
11:15 am to 12:15 pm	Rashida Khakoo, MD, MACP Knowledge Based	Feedback	<ul style="list-style-type: none"> • Distinguish between feedback and evaluation. • Describe the importance of feedback as part of any educational endeavor. • Discuss the importance of feedback in improvement of learning experiences. • Discuss giving and receiving feedback. 	Presentation/ Discussion
12:15 pm to 1:15 pm		Lunch		

1:15 pm to 2:15 pm	Marie Abate, PharmD Application Based	Rubrics	<ul style="list-style-type: none"> • Describe the types and key components of a rubric. • Discuss the potential advantages with the use of rubrics as learning and assessment tools • Describe the steps involved in developing and modifying a rubric • Construct a rubric to meet an identified student learning/assessment need 	Presentation/ Discussion
2:15 pm to 3:15 pm	Anna Lama Knowledge Based	Developing A Teaching Portfolio	<ul style="list-style-type: none"> • Discuss how to assemble an academic teaching portfolio. • Identify and discuss the types of data that should be maintained in a teaching portfolio. This may include but is not limited to the following: a teaching philosophy or statement, goals, documentation of lesson plans, video recording, student data assessment, materials demonstrating student learning, samples of feedback, seminar and professional meetings on teaching, contributions to your profession, honors/awards/recognition.) • Discuss how to evaluate the quality of sample faculty portfolios. 	Presentation/ Discussion
3:30 pm to 6:30 pm	WV STEPS Christopher Kiefer, MD, FACEP, Emergency Medicine Application Based	Practical Experience in Simulation LEVEL ONE Simulation Scholars Only	<ul style="list-style-type: none"> • Role-play as a learner and participate in a guided debriefing activity. • Discuss outcomes of guided debriefing. 	Lecture/Interactive

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Day Four, Thursday, June 8, 2017

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
8:00 am to 9:00 am	Scott Cottrell, EdD Knowledge Based	Implementing the Scholarship of Teaching and Learning	<ul style="list-style-type: none"> • Discuss how participants can clarify their research question. • Discuss study designs that will be useful in answering various research questions. 	Presentation/ Discussion
9:00 am to 10:00 am	Scott Cottrell, EdD Knowledge Based	Sampling and Estimation	<ul style="list-style-type: none"> • List the types of probability samples. • Identify the types of non-probability samples. • Discuss sampling distribution. • State the best approaches to estimating population parameters. 	Presentation/ Discussion
10:00 am to 10:15 am		Break		
10:15 am to 11:15 am	Lesley E. Cottrell, PhD Knowledge Based	Survey Research	<ul style="list-style-type: none"> • Identify and understand the individual components of survey research. • Distinguish between types of surveys. • Identify design issues (+/-). • Differentiate between reliable and valid survey methods. • Discuss how to apply survey research principles to real world ideas. 	Presentation/ Discussion
11:15 am to 12:15 pm	Danielle M. Davidov, PhD Knowledge Based	Qualitative Research Methods	<ul style="list-style-type: none"> • Describe three qualitative research methods. • Identify research questions that are appropriate to the various qualitative methods. • Discuss the concept of methodological rigor in qualitative research methods. 	Presentation/ Discussion
12:15 pm to 1:15 pm		Lunch		
1:15 pm to 2:15 pm	R. David Parker, PhD Knowledge Based	Quantitative Research Methods	<ul style="list-style-type: none"> • Specify the basic principles of study design involving quantitative outcomes. • Discuss general motivations and strategies for analyzing data. • Discuss design and analysis resources available to HSC/WVCTSI researchers. 	Presentation/ Discussion

<p>2:15 pm to 3:15 pm</p>	<p>Ann M. Chester, PhD Rashida Khakoo, MD, MACP Julie Lockman, PhD Shelia Price, DDS, EdD, MA</p> <p>Knowledge Based</p>	<p>Leadership Panel Discussion</p>	<ul style="list-style-type: none"> • Describe how to develop, share and execute the mission of education. • Discuss how to enhance collaborations with colleagues in various disciplines. • Discuss how to motivate colleagues in thinking of ways to enhance the mission of education. • Identify mentoring opportunities. • List strategies for increasing engagement of learners and learner-centered teaching. • Identify way to encourage participation in scholarship of education. 	<p>Presentation/ Discussion</p>
<p>3:30 pm to 6:30 pm</p>	<p>WV STEPS</p> <p>Christopher Kiefer, MD, FACEP, Emergency Medicine</p> <p>Application Based</p>	<p>Designing Simulation Pt 1</p> <p>LEVEL TWO Simulation Scholars Only</p>	<ul style="list-style-type: none"> • Develop the necessary materials for conducting a simulation experience. 	<p>Lecture/Interactive</p>

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Day Five, Friday, June 9, 2017

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
8:00 am to 9:00 am	Gina Baugh, PharmD Knowledge Based	Inter-Professional Education	<ul style="list-style-type: none"> • 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). • Describe the four Interprofessional competencies developed by the WVU IPE Workgroup. • Discuss techniques to address the barriers and challenges to IPE in teaching (ex. Schedules; credit?) 	Presentation/ Discussion
9:00 am to 10:00 am	Christopher J. Martin, MD, MSc Knowledge Based	The World's Worst Lecture	<ul style="list-style-type: none"> • Describe the positive/negative aspects of developing a lecture, including AV aids and handouts. 	Presentation/ Discussion
10:00 am to 10:15 am		Break		
10:15 am to 11:15 am	Rashida Khakoo, MD, MACP Knowledge Based	What Did We Learn	<ul style="list-style-type: none"> • Discuss pertinent applications of the learning from the previous week. • Identify insights they plan to share in their own institutions. 	Presentation/ Discussion
1:00 pm to 2:00 pm	WV STEPS Christopher Kiefer, MD, FACEP, Emergency Medicine Application Based	Designing Simulation Pt 2 LEVEL TWO Simulation Scholars Only	<ul style="list-style-type: none"> • Plan and perform the role of instructor during a simulation experience. 	Lecture/Interactive
2:00 pm to 3:30 pm	WV STEPS Christopher Kiefer, MD, FACEP, Emergency Medicine Application Based	Conducting Debriefing LEVEL TWO Simulation Scholars Only	<ul style="list-style-type: none"> • Construct open ended questions related to the simulation experience. • Select appropriate debriefing methods for the simulation experience. • Demonstrate techniques to monitor progress of debriefing. 	Lecture/Interactive
3:30 pm to 5:00 pm	WV STEPS Christopher Kiefer, MD, FACEP, Emergency Medicine Application Based	Assessing Learning LEVEL TWO Simulation Scholars Only	<ul style="list-style-type: none"> • Create a tool for assessing learner's progress and/or competency. • Utilize multiple assessment modalities to triangulate observations. • List assessment modalities to determine instructor efficacy. 	Lecture/Interactive

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Day Six, Saturday, June 10, 2017

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
8:00 am to 10:00 am	WV STEPS Matt Logue, MCP, MCSA Application Based	Technology Tips and Tricks LEVEL THREE Simulation Scholars Only	<ul style="list-style-type: none"> • Discover the intricacies of utilizing technologies to set up and perform a manikin or task training educational scenario. • Utilize lifesavers and other troubleshooting techniques. 	Lecture/Interactive
10:00 am to 11:00 am	WV STEPS Christopher Kiefer, MD, FACEP, Emergency Medicine Application Based	Difficult Simulation Situations: What could possibly go wrong? LEVEL THREE Simulation Scholars Only	<ul style="list-style-type: none"> • Observe video based problem situations. • Discuss solutions to problem situations. 	Lecture/Interactive
1:00 pm to 2:00 pm	WV STEPS Christopher Kiefer, MD, FACEP, Emergency Medicine Application Based	Ultrasound Curriculum LEVEL THREE Simulation Scholars Only	<ul style="list-style-type: none"> • Discuss the impetus and curriculum development of a 4 year ultrasound program. • Participate in hands on exercises. 	Lecture/Interactive
2:00 pm to 4:00 pm	WV STEPS Christopher Kiefer, MD, FACEP, Emergency Medicine Application Based	Program Development LEVEL THREE Simulation Scholars Only	<ul style="list-style-type: none"> • Determine good sources of funding. • Discuss how to assure institutional buy in and faculty support. • Participate in Q/A with panel of experts. 	Lecture/Interactive