

**Faculty Development Program - AY 2018-2019:
Annual Series of Webinars, Workshops, Conferences & Seminars**

***For more information about the Faculty Development Program please visit our TUSK site at <http://tusk.tufts.edu/view/course/Medical/1891>.*

SCHEDULED WEBINARS & WORKSHOPS

(These activities have been approved for *AMA PRA Category 1 Credits™*)

Dates are of the sessions

Registration will close one week in advance of all sessions

SEPTEMBER					
Monday, September 10, 2018					
Submit application by 12 p.m.	Research in Medical Education Seminar (See Seminar section for more information about individual sessions)	<p>To apply to the program, please send an email by Monday, September 10, 2018 to Amanda.Oriel@tufts.edu with the following information:</p> <ul style="list-style-type: none"> Name, Title (e.g., Professor, Part-time lecturer), and email address School and department affiliation Current medical education scholarly interests (e.g., topics/programs that you may want to/are conduct(ing) research on) Brief statement of interest outlining what you hope to gain from this experience Any scheduling conflicts for the dates outlined above 			Email application to Maria.Blanco@tufts.edu
<i>**Applications will be reviewed after the due date and decisions will be made shortly after.</i>					
Wednesday, September 19, 2018					
12:00 p.m. to 1:30 p.m.; Sackler Building Room	Improving the Quality of the Multiple Choice Questions Workshop	Saradha Ramesh, MBBS, PhD; Director of Evaluation and Assessment; Office of Educational Affairs; TUSM	The flawed multiple-choice items will affect the validity of the exam and impact overall student performance. Therefore, it is essential to have good quality test items in the exams to accurately assess student learning. Constructing a high-quality test item is a skill that can be developed with training and practice. In this workshop, participants will 1) learn the theoretical backgrounds and strategies for developing multiple choice questions for basic sciences as well as for clinical sciences, 2) review the issues related to technical item flaws and item content, and 3) have opportunities to develop board style question items on their own. Also, if they are interested, participants can bring their question items for review and receive feedback from their peers.	The goal of this workshop is to provide guidance and training in writing good quality multiple choice items.	<p>By the end of the workshop, participants will be able to:</p> <ul style="list-style-type: none"> Identify the flawed items Apply the basic concepts and strategies while writing multiple-choice questions Write board style questions <p>Click here to register</p>

OCTOBER						
Thursday, October 18, 2018						
12:00 p.m. to 1:00 p.m.; WebEx Webinar	Building Your Career and Family: How to Make Your Mark While Striking a Balance	Rebecca Lufler, PhD; Associate Professor of Immunology; TUSM	Within this session, literature on work-life balance, specifically in the context of work-family conflict, will be reviewed, and common factors that influence work-family conflict in academia will be identified. Tips and tools for success, specifically on how to manage factors that are in your control, such as schedules, how to manage child care issues, and how to garner support from family and your institution will also be provided. Finally, health risks associated with work-family conflict will be defined.	The goal of this session is to expose participants to the factors that influence work-life balance in academia and provide the tools to help achieve balance.	By the end of this session, participants will be able to: <ul style="list-style-type: none"> Identify work-family conflict Explain the common causes of work-family conflict Modify current behaviors to create a better work-life balance 	Click here to register
NOVEMBER						
Monday, November 5, 2018						
Submit application by 12 p.m.	OEA Teaching Scholars Seminar Registration (See Seminar section for more information about individual sessions)		To apply to the program, please send an email by Monday, November 5, 2018 to Amanda.Oriel@tufts.edu with the following information: <ul style="list-style-type: none"> Name, Title (e.g., Professor, Part-time lecturer), and email address School and department affiliation Current teaching responsibility/ies (e.g., precepting, small group teaching, lecturing) Brief statement of interest outlining what you hope to gain from this experience Any scheduling conflicts for the dates outlined above 			Email application to Maria.Blanco@tufts.edu
<i>**Applications will be reviewed after the due date and decisions will be made shortly after.</i>						
DECEMBER						
Friday, December 7, 2018						
12:00 p.m. to 1:00 p.m.; WebEx Webinar	Using Survey Monkey for Internal Evaluations: Improve the Quality and Quantity of Feedback while Making Your Life Easier!	Laura Baecher-Lind, MD, MPH, Associate Professor of Obstetrics and Gynecology, Tufts Medical Center	In this interactive webinar, participants will learn how a SurveyMonkey internal evaluation system can increase evaluators' frequency and quality of feedback, improve the reliability and accuracy of student assessment, potentially reduce grade appeals and inform grade appeals when they do happen, and improve efficiency in student assessment tasks. Participants will leave this seminar with clear directions to create their own basic survey monkey survey - if not having their own completed survey - that can immediately be used for	The goal of this webinar is to familiarize participants with SurveyMonkey and its ability to collect feedback and student assessment.	By the end of this session, you should be able to: By the end of the webinar, participants will be able to: <ul style="list-style-type: none"> Appraise the use of survey monkey internal evaluation system to increase evaluators' frequency and quality of feedback 	Click here to register

			student evaluations. Participants are encouraged to have one device to participate in the webinar and another computer available to create and use SurveyMonkey.		<ul style="list-style-type: none"> Identify reliable and accurate student's assessment with less likelihood of grade appeals Analyze ways of managing grade appeals more effectively 	
JANUARY						
Wednesday, January 16, 2019						
12:00 p.m. to 1:00 p.m.; WebEx Webinar	The Practice of Paying Attention	Edwin T. Ozawa MD PhD, Clinical Assistant Professor of Anesthesiology and Perioperative Medicine, Lahey Hospital and Medical Center	A career in healthcare is full of stressors, distractions, and competing demands. Wouldn't it be nice if there was a way to develop skills to help slow down and focus on what is really most important? Developing a regular mindfulness practice can help develop these skills and improve the overall quality of your life.	In this webinar, we will discuss the basic concepts of mindfulness, and highlight how the practice can benefit your health, your relationships, and your professional development.	By the end of this session, you should be able to: <ul style="list-style-type: none"> Identify a basic definition of mindfulness. Practice a basic exercise that increases focus. Appraise how mindfulness related skills can be used to improve situations in both the workplace and personal environments. 	Click here to register
FEBRUARY						
Monday, February 4, 2019						
Submit application by 12 p.m.	OEA Educational Management & Leadership Seminar Registration (See Seminar section for more information about individual sessions)	To apply to the program, please send an email by Monday, February 4, 2019 to Amanda.Oriel@tufts.edu with the following information: <ul style="list-style-type: none"> Name, Title (e.g., Professor, Part-time lecturer), and email address School and department affiliation Current educational leadership responsibility/ies (e.g., course/program/rotation director) Brief statement of interest outlining what you hope to gain from this experience Any scheduling conflicts for the dates outlined above 			Email application to Amanda.Oriel@tufts.edu	
Tuesday, February 12, 2019						
12:00 p.m. to 1:00	Make Your Presentations	Saradha Ramesh, MBBS, PhD;	PowerPoint is a widely used	The goal of this webinar is to share ideas to improve your	By the end of the session, participants will be able to:	Click here to register

p.m.; WebEx Webinar	Even More Effective – From the Students’ Perspectives	Director of Evaluation and Assessment; Office of Educational Affairs; TUSM	educational technology program. However, there are some problems associated with its use. In this webinar, the participants will become familiar with the best strategies for creating successful presentations as well as the specifics of designing PowerPoint slides.	PowerPoint slides and make your communication more effective.	<ul style="list-style-type: none"> Identify the key components of effective presentation slides Describe the strategies for creating a powerful PowerPoint slide deck 	
MARCH						
Tuesday, March 26, 2019						
12:00 p.m. to 1:00 p.m.; WebEx Webinar	TUSM’s Academic Promotion Coaching for Educators: Strategies for Preparing a Successful Promotion Dossier	Kathleen E. Lowney, MHS Assistant Dean for Faculty Affairs Tufts University School of Medicine; Maria Alejandra Blanco, Ed.D. (Course Director) Associate Dean for Faculty Development; Associate Professor, Department of Psychiatry Tufts University School of Medicine	An overview of the academic tracks and criteria for promotion for educators, as well as guidelines for compiling an academic promotion dossier (which includes CV, educator’s portfolio, letters of recommendation, etc.) will be provided. Participants will also be encouraged to apply the strategies and concepts discussed at the session to their academic promotion stage.	The goal of this session is to have participants become familiar with the current components of TUSM’s promotion process and dossier, as well as with the standard guidelines for preparing an educator’s portfolio.	<p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> Identify the key components associated with an academic promotion dossier for educator’s academic tracks and ranks. Identify guidelines for preparing successful educator’s portfolios. Apply guidelines to their academic promotion stage. 	Click here to register
APRIL						
Tuesday, April 2, 2019						
8:30 a.m. to 3 p.m.	Mary Y. Lee, MD, Medical Education Day		The goal of this program is to promote faculty educational research and provide faculty development with opportunities to engage in cutting-edge topics in medical education. Faculty will show their scholarly medical education work to TUSM’s community through posters and oral presentations, and participate in educational workshops.		<p>At the end of the activity, participants will be able to:</p> <ul style="list-style-type: none"> Receive feedback on their medical education research projects from the TUSM community. Analyze new trends in today’s health professionals’ education. Identify new knowledge 	

			and skills related to medical education.	
MAY				
JUNE				

CONFERENCES

(These activities have been approved for *AMA PRA Category 1 Credits™*)

Mary Y Lee Medical Education Day

Date, Time & Location: Tuesday, April 2, 2019; 8:00 a.m. to 3:00 p.m.; Tufts University School of Medicine

Program Goal:

The goal of this program is to promote faculty educational research and provide faculty development with opportunities to engage in cutting-edge topics in medical education. Faculty will show their scholarly medical education work to TUSM's community through posters and oral presentations, and participate in educational workshops.

Objectives:

At the end of the activity, participants will be able to:

- Receive feedback on their medical education research projects from the TUSM community.
- Analyze new trends in today's health professionals' education.
- Identify new knowledge and skills related to medical education.

SEMINARS

(These activities have been approved for *AMA PRA Category 1 Credits™*)

Research in Medical Education Seminar

Date & Location: Tuesdays, October 2 and November 20, 2018, and January 8, February 5 and March 5, 2019; 12:00 p.m. to 1:30 p.m.; Tufts University School of Medicine, Sackler Building

Faculty: Maria Blanco, EdD

Description: The purpose of this seminar of five ninety-minute sessions is to introduce participants to conducting research in medical education. Session topics will cover research questions, theoretical frameworks, approaches and methods. The seminar is intended for those faculty members who are considering conducting research in medical education, as well as for those who are already conducting this research and would like to reinforce their understanding of the foundational concepts and approaches to doing so. The sessions will include reviews of theoretical concepts and approaches relevant to medical education research, as well as reflective and collaborative exercises to apply concepts to research practices. Participants will be encouraged to generate ideas that could evolve into potential research questions and designs relevant to medical education. Participants will also have to review required readings in between sessions to inform and bolster their understanding of the topics reviewed at the sessions.

Goal: The goal of this seminar is to introduce participants to conducting research in medical education by reviewing how to formulate research questions, develop a research design, and use different methodological approaches.

Seminar Objectives:

By the end of the seminar, participants will be able to:

- Use conceptual frameworks to guide research and development in medical education.
- Formulate research questions relevant to medical education.
- Identify various approaches to research in medical education.
- Appraise common methods used in medical education.

RESEARCH IN MEDICAL EDUCATION SEMINAR					
Date, Time, Location	Title	Presenter	Description	Goal	Objectives
SESSION 1					
Tuesday, October 2, 2018 12:00 p.m. to 1:30 p.m.	Medical Education Research: Characteristics, Research Questions, Paradigms and Conceptual Frameworks.	Maria Blanco, EdD	The purpose of this session is to review characteristics of medical education research and identify paradigms and approaches to conducting research in medical education. Participants will also be able to appraise how to turn an idea into a good research question by using relevant conceptual	Provide participants with an overview of characteristics, paradigms and approaches related to conducting medical education research, and have them identify strategies to generate specific research questions while using relevant conceptual frameworks.	By the end of the session, participants will be able to: <ul style="list-style-type: none"> • Distinguish key characteristics of medical education research. • Compare various paradigms and approaches related to research in medical education. • Appraise how to generate specific

			frameworks.		research questions by executing strategic steps and defining relevant theoretical frameworks.
SESSION 2					
Tuesday, November 20, 2018 12:00 p.m. to 1:30 p.m.	Quantitative Methods in Medical Education Research	Saradha Ramesh	This session will provide an overview of the quantitative research paradigm in medical education, including the nature of the research question, data collection and analysis and types of designs. Participants will also review common quantitative analytic techniques used in medical education research.	Provide participants with an overview of the quantitative research paradigm in medical education research while reviewing common quantitative research approaches used in medical education.	By the end of the session, participants will be able to: <ul style="list-style-type: none"> Define the goal, main characteristics and uses of quantitative research methods in medical education. [Review from session 1] Distinguish types of quantitative research design. [Review from session 1] Identify common statistical errors and simple solutions to avoid them
SESSION 3					
Tuesday, January 8, 2019 12:00 p.m. to 1:30 p.m.	Survey Design in Medical Education	Lisa DelSignore	This session will provide an overview to optimal survey design in medical education, including an approach to the development of survey questions, how to construct and administer a well -designed survey, and common pitfalls encountered in both survey design methodology and administration.	Provide participants with an overview of how to develop a well-designed survey for use in medical education research.	By the end of the session, participants will be able to: <ul style="list-style-type: none"> Describe a basic, systematic approach to survey design Practice developing well-written survey questions Identify common pitfalls in survey design
SESSION 4					
Tuesday, February 5, 2019 12:00 p.m. to 1:30 p.m.	Qualitative Methods In Medical Education Research	Maria Blanco, EdD	This session will provide an overview of the qualitative research paradigm in medical education, including the nature of the research question, data collection and analysis and types of designs while presenting examples from real research.	Provide participants with an overview of main characteristics, uses and methods of qualitative research in medical education.	By the end of the session, participants will be able to: <ul style="list-style-type: none"> Define the goals, main characteristics and uses of qualitative research in medical education [Review from session 1]. Identify appropriate questions for qualitative research. Distinguish qualitative methods and their conceptual frameworks.
SESSION 5					
Tuesday, March 5, 2019 12:00 p.m. to 1:30 p.m.	Program Evaluation Research	Maria Blanco, EdD	Participants will review common program evaluation approaches used in medical education, and identify a program evaluation approach that will help them meet local stakeholders' needs and create new knowledge about the program and the educational processes that are used.	The goal of this session is to expose participants to a program evaluation approach that will allow them to conduct a rigorous evaluation of their educational innovations and disseminate their experience in the field.	By the end of this webinar, participants will be able to: <ul style="list-style-type: none"> Identify the logic model for program evaluation. Explain a "theory-in-action" or rationale for how program processes lead to program outcomes.

Date & Location: 9:30 a.m. to 12:00 p.m.; Thursdays, January 10, 17, 24 and 31, 2019; Tufts University School of Medicine, Sackler Building
Faculty: Maria Blanco, EdD and Lisa DelSignore, MD

Goal

Provides the opportunity for faculty to work with a small group of colleagues to reflect and build on their teaching practices. Provides Tufts faculty the opportunity to increase their knowledge about student learning and to enhance their teaching skills.

Objectives

The objectives of the OEA-CELT Teaching Scholars Program are to have participants:

- Identify relevant conceptual frameworks and teaching strategies to promote active learning through learner-centered teaching.
- Appraise participant’s teaching practices in light of the conceptual frameworks and strategies reviewed in the program.
- Identify strategies for conducting observations of peer’s teaching with collegial feedback.
- Observe peer’s teaching.
- Provide peers with feedback on their teaching practices.

OEA TEACHING SCHOLARS SEMINAR			
Date, Time, Location	Title	Goal	Objectives
SESSION 1			
Thursday, January 10, 2019 9:30 a.m. to 12:00 p.m.	Educational Planning: Thinking Like a Teacher	The goal of this session is to introduce participants to a pedagogical framework for designing a lesson plan, and provide them with the opportunity to reflect on their teaching practices.	By the end of the session, participants will be able to: <ul style="list-style-type: none"> • Identify a framework for educational planning • Present a project/aspect/event of their teaching practices to their peers for their discussion and feedback. • Provide peers with feedback on their teaching practices.
SESSION 2			
Thursday, January 17, 2019 9:30 a.m. to 12:00 p.m.	Observing Peer’s Teaching	The goal of this session is to introduce participants to guidelines and strategies for observing peer’s teaching performances, and provide them with the opportunity to reflect on their teaching practices.	By the end of the session, participants will be able to: <ul style="list-style-type: none"> • Appraise peer’s teaching. • Identify guidelines and strategies for observing peer’s teaching. • Provide peers with feedback on their teaching practices.
SESSION 3			
Thursday, January 24, 2019 9:30 a.m. to 12:00 p.m.	Promoting Learner-Centered Teaching Through Active Learning	The goal of this session is to have participants review concepts and strategies related to learner-centered teaching to promote active learning through their teaching. Participants will also have the opportunity to reflect on their teaching practices.	By the end of the session, participants will be able to: <ul style="list-style-type: none"> • Identify key concepts of learning theories related to learner-centered teaching. • Explore teaching strategies to promote learner-centered teaching through active learning. • Apply teaching strategies that promote active learning to their teaching practices by creating an action plan. • Provide peers with feedback on their teaching practices.
SESSION 4			
Thursday, January 31, 2019 9:30 a.m. to 12:00 p.m.	Providing and Receiving Constructive Feedback with Peers and Learners	The goal of this session is to have participants review relevant concepts and frameworks related to giving and receiving constructive feedback to better inform their feedback practices with learners. Participants will also have the opportunity to reflect on their	By the end of the session, participants will be able to: <ul style="list-style-type: none"> • Define essential characteristics and components of constructive feedback. • Identify tips and frameworks for giving and receiving constructive feedback with learners and peers.

		teaching practices.	<ul style="list-style-type: none"> • Interpret how to apply the tips and frameworks reviewed at the session to their daily teaching practices with learners and their delivery of the feedback from their observation of peer’s teaching. • Provide peers with feedback on their teaching practices.
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OEA Educational Management & Leadership Seminar

Date & Location: Thursdays, May 9, 16, 23 and 30, 2019; 9:30 a.m. to 11:30 a.m.; Tufts University School of Medicine, Sackler Building

Faculty: Maria A Blanco, EdD and Joyce Sackey, MD

Description

The OEA Educational Leadership Seminar is built upon the principle that leadership is an observable and learnable set of practices (Kouzes and Posner, 1995). Therefore, the seminar is intended to assist TUSM’s faculty members who lead and manage the educational training of health professionals with developing their leadership and managing knowledge, skills and attitudes appropriate to their role and organization. The seminar addresses the personal qualities of the leader as an individual, the interaction of the leader with other people and the leader’s behaviors in relation to the environment or system. The seminar also addresses managerial skills given that faculty are given managerial responsibilities from which they are “expected to lead” (Swanwick & McKimm, 2014).

The seminar consists of four two-hour sessions. Each session will start with a 60-minute plenary session follow by 60-minute step-back consultation session during which each participant will have an opportunity to share an aspect/topic/event of her/his leadership practices they would like to discuss with their peers and receive feedback, using the step-back consultation approach. The topic areas of discussion of the plenary sessions will be leadership styles, negotiation, strategic planning and facilitating change.

Program Goal

The goal of the seminar is to assist TUSM faculty with their educational leadership roles by reviewing concepts and practical approaches related to leadership and management, and providing a venue for the faculty to reflect on their current educational leadership roles, share leadership challenges and receive peers feedback.

Program Objectives

By the end of the seminar, participants will be able to:

- Identify their leadership style.
- Distinguish the distinctive and complementary characteristics of leadership and management.
- Appraise tools and strategies for maximizing their managerial tasks and negotiation skills.
- Apply managerial and leadership approaches reviewed in the seminar at the workplace.
- Share managerial and leadership challenges within a community of practice with peers.

OEA EDUCATIONAL MANAGEMENT & LEADERSHIP SEMINAR			
Date, Time, Location	Title	Goal	Objectives

SESSION 1			
Thursday, May 9, 2019 9:30 a.m. to 11:35 a.m.	The Leader as Individual	At this introductory session, participants will review the key concepts associated with leadership and management as two distinctive and complementary systems. Participants will also identify their leadership style, and draft their personal leadership and managerial plan (including their program's mission, vision and values), which they will revisit throughout the program. Participants will have the opportunity to share leadership challenges that they face at their workplaces, and receive peer's feedback.	By the end of the session, participants will be able to: <ul style="list-style-type: none"> • Distinguish leadership from managerial tasks. • Identify their leadership style. • Formulate a plan to work on their managerial and leadership tasks at the workplace throughout the program. • Appraise leadership challenges experienced at their workplaces.
SESSION 2			
Thursday, May 16, 2019 9:30 a.m. to 11:35 a.m.	Making Change	At this session, participants will review and apply to educational case scenarios a theoretical framework for promoting organizational change. Participants will identify strategies to maximize change in educational processes, and reflect on their efforts to promote change at their workplace to further inform their leadership and management plans. Participants will also have the opportunity to share leadership challenges that they face at their workplaces, and receive peer's feedback.	By the end of the session, participants will: <ul style="list-style-type: none"> • Identify the impact of culture on making change. • Apply Kotter's Model for Change to an educational process. • Analyze changes that they have tried to implement that were successes and failures. • Appraise leadership challenges experienced at their workplaces.
SESSION 3			
Thursday, May 23, 2019 9:30 a.m. to 11:35 a.m.	The Leader's Interaction with Others	At this session, participants will be introduced to "tried and true" key concepts of effective negotiation, concrete examples, and focused strategic approaches. Participants will also practice specific negotiation skills, and thus are encouraged to come prepared with their own negotiation challenge. Participants will have the opportunity to share leadership challenges that they face at their workplaces, and receive peer's feedback.	By the end of the session, participants will be able to: <ul style="list-style-type: none"> • Define their negotiation goal. • Assess their negotiation environment. • Identify concrete language and approaches to frame their negotiation. • Outline next steps for preparing to negotiate toward their goal. • Appraise leadership challenges experienced at their workplaces.
SESSION 4			
Thursday, May 30, 2019 9:30 a.m. to 11:35 a.m.	Leadership, Management & Strategic Planning	At this session, participants will be introduced to the SWOT framework for strategic planning. Participants will perform a SWOT analysis by assessing the strengths, weakness, opportunities and threats involved in their leadership roles to further inform their leadership and management plans. Participants will also have the opportunity to share leadership challenges that they face at their workplaces, and receive peer's feedback.	By the end of the session, participants will be able to: <ul style="list-style-type: none"> • Identify the SWOT analysis for strategic planning. • Perform SWOT analysis of their leadership and managerial roles. • Formulate their long-term leadership plan. • Appraise leadership challenges experienced at their workplaces.

OTHER PROGRAM

OEA/CELT Mutual Mentoring Program

Faculty: Donna Qualters, PhD and Maria A Blanco, EdD

The Center for the Enhancement of Learning and Teaching (CELT), partnering with TUSM's Office of Educational Affairs (OEA), seeks to support efforts that strengthen faculty retention, scholarly productivity, excellence in teaching and the development of leadership skills among faculty in the university community.

Mentoring network grants of up to \$1,000 will be awarded to faculty to invest in their careers at Tufts University through intentional networking across the University and with local colleagues or national experts in the Boston area. Mutual Mentoring does not replace departmental mentoring but serves as an additional support as faculty progress through their career.

If awarded, the grant recipient agrees to attend an opening 2 hour workshop introduction to Mutual Mentoring in Boston and mapping of their personal network for success and three cohort meetings with CELT and OEA staff to discuss the progress of the networking goals during the course of the grant. Faculty also agree to submit a final report at the conclusion of the grant.

CELT and the OEA will sponsor *up to ten faculty members per year*. A call for application will be sent each academic year.

Registration:

Please fill out the **attached** application. Completed applications should be sent to Amanda Oriel at Amanda.Oriel@tufts.edu ***by or before Friday, March 1.***

Testimonials from participants of Previous Mutual Mentoring Programs:

“It helped me to be methodical about things I want to improve upon without feeling at loss. This program was valuable and I appreciated being part of it” • “One of my goals was to get promoted. Listing this as my goal gave me sufficient impetus to apply for promotion, which was approved” • “This program encouraged me to tap into the peer network I created for mutual mentoring. This has helped me tackle work related issues in a comfortable setting” • “This program was a great incentive to go out there and network with people you never would be able to meet otherwise” • “This program is outstanding and provides all the necessary tools to excel in academics and the path to promotion. IT forces one to get out of their comfort zone and meet and talk to others”