



TRIAD

Fostering the scholarship of health education delivery

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Special points of interest:

- Announcement: Faculty Scholarship Exchange Award Recipients
- Curriculum Objectives Workshop—June 28

Inside this issue:

Faculty Scholarship Exchange Awards Announced 1

Leadership Development Program 2007 Graduation 1

Copyright and Your Lectures 2

Cognitive Neuroscience and Health Science Education—New Research 2

UMC Leadership Development—Class of 2008 3

Curriculum Objectives Workshop 3

Faculty Scholarship Exchange Awards Announced

The Office of Faculty Development announces the results of the first annual Request for Proposals to the Faculty Scholarship Exchange (FSE) Award Program.

The FSE Awards provide incentive funding to interdisciplinary groups of faculty who seek to develop innovative instructional activities (**Instructional Integration Awards**) or to facilitate aspects of individual faculty development that require, or are dependent upon, interactions with other individuals, institutions or commercial entities (**Collaborative Research Exploration Awards**).

Patterned after the Interdisciplinary Working Groups established by the Office of

Research and Sponsored Programs at the University of Mississippi, Faculty Scholarship Exchange Awards promote faculty interactions that advance either educational or research goals. Engagement of Medical Center faculty with University of Mississippi faculty in such activities is both acceptable and encouraged.

The Principal Investigators and titles for each of the awards are:

Instructional Integration Awards

Bill Lushbaugh (Department of Microbiology); Personal Response Systems Enhance Student-teacher Interactions.

Ian Paul, Department of Psychiatry and Human Behavior; Neuroscience Conference Attendance Teams.

Collaborative Research Exploration Awards

John Lam (Department of Pathology); Hodgkin Lymphoma JAK2 Amplification as a Biomarker and Therapeutic Target.

John (Jack) Correia (Department of Biochemistry); Workshop to Develop Mississippi Biophysical Consortium.

Each award provides \$10,000 for conduct of the activities. The FSE Award program anticipates placing a second Request for Proposals in Academic Year 07-08.

Leadership Development Program—Graduation Class of 2007

The inaugural year of the UMC Leadership Development Program will conclude with a graduation ceremony at the Millsaps Buie House from 5:00—6:30 p.m. on Tuesday, July 10.

Nine persons, from four Medical Center schools comprise the graduating class. They are:

Honey East, M.D. and Steve Watts, M.D. from the School of Medicine; Tracy Dellinger, D.M.D. from the School of Dentistry; Jessica Bailey, Ph.D., Cyndi Scott, Ph.D. and Mark Weber, Ph.D. from the School of Health Related Professions; and Joyce Brewer, R.N., Ph.D., Lisa Haynie, R.N., Ph.D., and Tina Martin, R.N., Ph.D. from

the School of Nursing.

These graduates are expected to move forward into positions of increasing leadership responsibility on this campus and to provide the nucleus of a leadership mentoring group to further ensure a proactive means of campus succession planning.

Attention, Lecturers: Copyright, the Law, and YOUR Lecture Content

Despite today's litigious environment old habits can die hard, particularly with respect to the use of previously published materials for teaching purposes. However, there is an ever-increasing scrutiny of teaching products and the use of e-mail and electronic facilities such as Blackboard increase the probability that lecture items intended for use only by a single class can end up being widely distributed, on and off campus. That, in turn, increases the liability of both the faculty member and the institution.

The Rowland Medical library, as a service to our fac-

ulty and in response to the request of the Medical Center Copyright Committee, has provided a compilation of key information and explanatory web links to guide faculty in the fair use, in their lectures, of material authored by others.

The URL for that site is provided immediately below.

In addition, the panel to the right offers an example of a quick and simple letter that can be used to obtain permission from a publisher for classroom use of copyrighted material. Of course, a reasonable period of time must be allowed for a response before a lecture.

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May I have permission to copy the following materials for continued use in my classes in future semesters.

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Sincerely yours,
FACULTY MEMBER

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<http://www.library.umc.edu/umc/copyright.htm>

Cognitive Neuroscience and Health Science Education—New Research

"We learn and remember better when new material can be related to what we already know."
L. R. Squire. (2007) *Science* 316: 58

This is the summation provided by a "Perspectives" summary of a recent article by Tse et al., (Schemas and Memory Consolidation. Dorothy Tse, Rosamund F. Langston, Masaki Kakeyama, Ingrid Bethus, Patrick A. Spooner, Emma R. Wood, Menno P. Witter, Richard G. M. Morris). *Science* 2007, 316: 76-82) that describes the results of an investigation into the roles of the hippocampus and neocortex in consolidation of memory in the

rat learning a flavor-place association task. As noted by the authors, such tasks are mediated initially, and in the short term, by the hippocampus, but over time the memories are translated into long-term storage within the neocortex. This transition is believed to be the result of synaptic plasticity within neocortical circuits.

The surprising result was how rapidly the translation to neocortical-dependent memories occurred (within 48 hrs). The authors present an argument that the rapidity with which this transfer occurred was the result of development, by the animals, of "schemas" - or cog-

nitive maps produced by engaging in earlier, similar, learning tasks. It is suggested that the neural substrate for this is reorganization of neural elements within the neocortex that permits more rapid consolidation of the memory of related tasks.

The results corroborate a significant body of earlier research that concludes that learning ability is enhanced by previous experience. In other words, providing a context for learning new tasks facilitates that learning.

One can ask what implications this holds for health science education?



Represented above is the logo from the Association for American Medical Colleges that describes considerations relating to full development of faculty potential. (www.aamc.org/members/facultydev)

**NEWSLETTER
FROM THE
OFFICE OF FACULTY
DEVELOPMENT
(OFD) AT
UMC**

Office of Academic Affairs
Room U173
Verner S. Holmes Learning
Resource Center
The University of Mississippi
Medical Center

Phone: 601-984-2810
Fax: 601-984-2970

rockhold@pharmacology.umsmed.edu



UMC Leadership Development—Class of 2008

The selection process is underway to matriculate the Leadership Development Program (LDP) Class of 2008.

Selection into the program begins with nomination by the Dean (Associate Dean for Academic Affairs in the case of the School of Medicine). An application letter and a current *curriculum vitae* are needed and a nomination letter is provided by the applicant's chairperson. These materials are reviewed by a Selection Committee from the Medical Center Faculty Senate, who recommend up to three individuals from each school. Each LDP class is nominally 15 persons.

Major changes from the 2006-2007 program will include:

- Inclusion of more junior (assistant professor and above) faculty.
- Greater emphasis on fundamental faculty development skills, including those re-

lated to promotion and tenure criteria.

- Increased rigor in attendance requirements for participants and attention to this rigor by supervisors in terms of workload scheduling.

The ideal candidate is a faculty member, who has shown proficiency in fundamental academic skills, who shows promise for accepting additional administrative responsibilities, and who expresses a clear and team-oriented dedication to the mission of this medical center. Individuals, whether focused primarily in research, education or services roles, who confidently engage in new tasks, creatively address areas of difficulty, or have successfully developed and implemented programs are among those sought as applicants.

Applicants can expect to be notified of acceptance by the end of July. The program will begin with a two-day off-campus retreat on September 7 and 8. Thereafter, the third Friday afternoon of each month will be used for program gatherings.

Course Objectives Workshop—June 28, Noon—1:00 p.m.

A faculty development workshop on the topic of medical course objectives will be presented on Thursday, June 28, from noon to 1:00 p.m. in the new classroom building, CV 106.

The workshop will be in lieu of the regular School of Medicine Curriculum Committee meeting and all School of Medicine Course/Clerkship Directors are encouraged to attend. The workshop will be open to other interested parties.

The purpose of providing a focus on course-level learning objectives is to enhance coordination within the School of Medicine curriculum, to create realistic expectations among both faculty and students concerning learning outcomes, and to continue a campus initiative for improvement of the academic reputation of this campus.

The presentation will concentrate on the concepts and practice of learning objectives

development from other academic health sciences campuses and on the American Physiological Society Medical Physiology Objectives Project, the web link to which is copied above.

Course objectives, and their extension as lecture objectives, are widely acknowledged in United States medical schools as a proven and productive means of maximizing student performance, while providing a significant increase in efficiency to medical lecturers.

The most significant exponent of formal learning objectives was Robert Mager, who initially published a classic text of the subject in 1962. The current edition of which is: Mager, R. (1975). *Preparing Instructional Objectives* (2nd Edition). Belmont, CA: Lake Publishing Co.

<http://www.the-aps.org/education/MedPhysObj/template.htm>

- **Objectives should be stated in terms of student behavior and the level of specificity that is expected.**
- **Objectives should use an action verb that indicates the depth of understanding expected.**
- **Objectives should be stated precisely using terms that have uniform meaning and are consistent with their reading resources.**
- **Objectives should be realistic.**

One advantage of learning objectives is that you can use them to direct students to material not covered in class!