

# TRIAD

*Fostering the scholarship of health education delivery*

## Special points of interest:

- Free Faculty Development Workshops
- New Instructional Technology
- Upcoming Deadlines

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Volume 1, Issue 5

September, 2007

## Free Franklin Covey Faculty Development Workshops

The Center of Excellence in Women's Health is pleased to present free Franklin Covey workshops to promote faculty development in September.

A one-day session, **7 Habits of Highly Effective People** (focused on healthcare), will be offered on Friday, September 14, from 8:00 a.m. to 5:00 p.m. in the UMMC Student Union. Space is limited to a maximum of 15 persons.

Two half-day sessions, **Time Management**, will be offered on Friday, September 21 and again on Friday, September 28, from 8:00 a.m. to noon in room CW308 of the classroom building. Space is available for approximately 36 persons per session.

The session on **7 Habits of Highly Effective People** is tailored for individuals in the

healthcare professions.

Participants will learn:

- How to consciously choose the most effective action in any given situation
- Skills of effective communication
- How to focus on critical priorities and eliminate distractions
- How to increase alignment between your activities and your mission and goals
- Skills for getting organized and taking control of your life
- How to easily share recognition and success

Sessions on **Time Management** will present:

- Franklin Covey's world famous time management

principles

- How to master the skills of weekly and daily planning so time is spent on tasks that really matter
- How to clearly define your goals and break them down to key tasks
- The ability to reduce stress by eliminating unnecessary activities
- Skills for mastering information management with a proven planning system
- How to balance work and life priorities

Participants will receive Franklin Covey planners.

Further information and registration for sessions can be obtained by contacting Zonzie McLaurin at:

[zmclaurin@medicine.umsmmed.edu](mailto:zmclaurin@medicine.umsmmed.edu)

## Upcoming Application Deadlines

- **September 7—Franklin Covey Workshops**  
Contact = Center for Excellence in Women's Health;  
[zmclaurin@medicine.umsmmed.edu](mailto:zmclaurin@medicine.umsmmed.edu)
- **September 14—Neuroscience Conference Attendance Team (NCAT) Awards**  
Contact = Graduate Program in Neuroscience;  
<http://neuroscience.umc.edu/>
- **March 3, 2008— Faculty Scholarship Exchange Awards**  
Contact = Office of Faculty Development;  
[jhead2@acadaff.umsmmed.edu](mailto:jhead2@acadaff.umsmmed.edu)

## Interdepartmental Writing Improvement Group –Call for Members

A new faculty group, with interests in enhancing writing skills and improving publication rates and success with funding applications, has begun meeting using facilities provided by the Rowland Medical Library in support of UMMC faculty development activities.

The Interdepartmental Writing Improvement Group (IWIG) has been formed to help faculty in developing writing skills. Obtaining feedback on manuscripts or grant proposals can be difficult to

obtain without burdening colleagues, and it can be especially difficult to get feedback from individuals in different fields of study. IWIG provides support for members by providing a forum for constructive feedback on scholarly writing including publications and grants, education and resources to support scholarly writing, and by keeping each other accountable for writing goals. The group consists of senior and junior faculty committed to the improvement of scholarly writing.

To achieve these purposes, the group meets monthly at the Faculty Exchange Room at Rowland Medical Library to engage in requested presentations on the process of writing or to provide feedback on manuscripts or other writing submitted to the group.

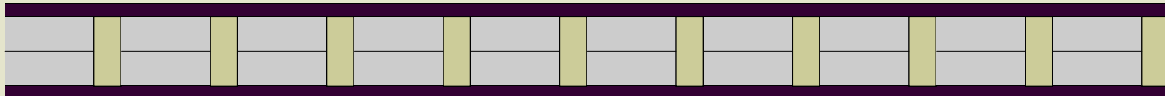
Members electronically submit their manuscript/grant proposal to the whole group at least two weeks before a meeting or deadline, and anyone who is able provides feedback at the meeting or through

email.

The IWIG meets regularly on each third Tuesday of the month, at 10:00 a.m. in the Faculty Scholarship Exchange room of the Rowland Medical Library.

New members are being actively recruited. Students, residents and faculty are all invited. If you are interested in being involved, please contact Debbie Konkle-Parker, PhD, FNP in the Division of Infectious Diseases, 601-984-5553 or

[dkparker@medicine.umsmc.edu](mailto:dkparker@medicine.umsmc.edu).



## Academic Competencies for Medical Faculty—Article Review

In our different disciplines, we may not have learned in graduate training many of the essential skills for faculty success in an academic health center (AHC). In fact, there are books published with titles such as, “What I Never Learned in Grad School” or “Overcoming The Bad Habits You Learned in Grad School.” As the magnitude and importance of recruitment and retention of valued faculty in AHCs continuously grows, there has been parallel progress on comprehensive faculty development programs. These programs have used varying strategies across AHCs with an aim of assisting faculty in striv-

ing to reward excellence within their AHC roles. Given the rapid changes taking place in AHCs, faculty development programs have also matured and focused on the changing roles of AHC faculty. To accommodate faculty role transitions and the changing dynamics of the AHC faculty pool, the Bureau of Health Professionals funded the Faculty Futures Initiative. This very innovative idea began in 1997 and the general framework for the program was recently published in *Family Medicine*, Vol. 39 (5), 343-350.

The authors (Dona L. Harris, PhD; Katherine C.

Krause, MD; David C. Parish, MD, MPH; and Mike U. Smith, PhD) review the development, dissemination, and implementation of its products. Of particular interest is a Faculty Competency Assessment Checklists. These checklists could be utilized for a faculty self appraisal and identification of faculty strengths and weaknesses. In an effort to continuously improve ourselves in the various roles we have this product may be of value in setting goals to achieve success at our institution.

- This article can be electronically retrieved at: <http://www.stfm.org/fmhub/>



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](http://www.aamc.org/members/facultydev))

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

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Resource Center  
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**We're on the Web!**  
<http://facultydev.ums.edu>

## Vanderbilt Creates Center for Teaching and Learning

Vanderbilt University has created a new Center for Teaching and Learning.

The specific role of the Academy will be to advance all aspects of medical education, including its practice, study, and perceived value at all levels. The Academy's role will be devoted to the following:

- Improve teaching effectiveness in lectures, small groups, in the research setting and at the bedside in conjunction with the Office of Teaching and Learning in Medicine;
- Promote educational scholarship throughout the Medical Center;
- Provide junior faculty with mentorship in teaching and guide them through the promotions and tenure process;
- Promote objective study of unique teaching styles, programs and interactive media;
- Serve as an advocate for educators and education and examine compensation as it relates to specific faculty responsibilities;

- Recruit and foster the training of applicants for the Academy from all ranks within the School of Medicine; and,
- Help faculty establish educator portfolios.

Another role of the Academy is to establish more endowed chairs for Vanderbilt's finest educators. At present there are two endowed chairs for teachers: the John L. Shapiro Chair in Pathology, held by Robert Collins, M.D., and the John Coglio Chair in Biochemistry, held by Neil Osheroff, Ph.D.

[http://www.vanderbilt.edu/cft/resources/teaching\\_resources/reflecting/sotl.htm](http://www.vanderbilt.edu/cft/resources/teaching_resources/reflecting/sotl.htm)  
<http://www.mc.vanderbilt.edu/reporter/index.html?ID=5689>

## Department of Physiology Showcases New Instructional Technology - September 14

The Department of Physiology and Biophysics will host a presentation on a new instructional technology medium (Personal Response Systems; PRS) for the UMMC campus by Dr. Dee Silverthorn at noon on Friday, September 14 in classroom 6A.

Dr. Silverthorn is a senior lecturer in the School of Biological Sciences at The University of Texas at Austin and was the recipient of the 2006 Claude Bernard Distinguished Lectureship by the American Physiological Society (APS).

Silverthorn received that award and presented the lectureship under the title: "Teaching and Learning in the Interactive Classroom" during the Experimental Biology 2006 conference. The Distinguished Lectureship Awards are named after an outstanding contributor to physiology.

A much recognized medical educator, Dr. Silverthorn teach-

has also been awarded the American Physiological Society Arthur C. Guyton Physiology Teacher of the Year, the Texas Excellence Teaching Award for the College of Natural Sciences and a College of Natural Sciences Teaching Award.

She has also authored a textbook, "Human Physiology: An Integrated Approach," that is used world-wide and which has won both a Robert W. Hamilton Book Award and a Text & Academic Authors Association Textbook Excellence Award.

The topic of her talk here at UMMC will focus on the PRS. These devices, in use since the 1990s, have received accolades for meeting many needs of today's students and their older educators. The PRS can be used as a combination of interaction and assessment to enhance classroom productivity by: a) visually graphing student responses to identify content areas for additional review/re-teaching; b)

facilitating group or independent study by discussing how answers to questions can be found through a critical thinking process modeled by the professor and practiced in class; and c) testing student recall of important concepts prior to and during lecture to assess retention; and d) measuring learning outcomes through brief in-class formative assessments.

Students have found that addition of PRS to their classes helped them understand the course material, prepare for exams and improve their overall learning and retention of course material. Faculty have reported that incorporation of technology added to their preparation time but student success made it worth the effort.

Training and support were important to the success of the program. Students have found that their positive experiences led to their desire for more

courses to incorporate technology tools into the curriculum in that these tools present course content in ways that appeal to different learning styles.

The Department of Physiology and Biophysics has redesigned the curriculum of the first year Medical Physiology course for 2007-2008 to integrate the use of the PRS into daily teaching. Students will be required to read assigned material prior to class and on the day of a lecture, will be quizzed on the readings using the PRS. Based on the responses, lecturers will provide explanatory material.

The PRS devices are provided through a \$10,000 Faculty Scholarship Exchange Instructional Integration 2007 Award "Personal Response Systems enhance student-teacher interactions", to a collaborative team led by Dr. Bill Lushbaugh of the Department of Microbiology.