

From: MD Faculty Dev

—TCU and UNTHSC—
School of Medicine
FACULTY DEVELOPMENT NEWSLETTER

February 24, 2020

**MED-ED GRAND ROUNDS
MARCH 2020**

The Sciences of Learning: State of the Art

Facilitated by **Dr. David A. Hirsh, MD, FACP**
Associate Professor at George E. Thibault Academy and
Director of the Harvard Medical School Academy

THURSDAY, MARCH 26, 2020 | 7:30 - 8:30 AM
UNTHSC LIBRARY 110

The Office of Faculty Affairs and Development &
The Office of Educational Affairs

—TCU and UNTHSC—
School of Medicine

In this metacognitive romp, David Hirsh, MD, FACP will teach empirically-derived educational science engaging the audience using that very educational science—it is “a play within a play” to generate learning and retention about learning and retention.

In more than a century since the Flexner report, the fields that comprise “the sciences of learning” (education, neurobiology of learning, social and cognitive psychology, among others) have advanced greatly. Despite this progress, medical education has been slow to translate these empirically-derived sciences to our educational models, structures, and practices.

In this session, participants will actively engage six empirically-derived sciences of learning using these sciences of learning. It is the hope of this session education leaders, classroom teachers, clinical educators, and learners will value and benefit from these approaches and be better able to serve our future learners, patients, and communities thereby.

LinkedIn Learning Corner

Watching: **Gaining a productive mindset**
From the course: **Productivity Tips: Finding Your Productive Mindset**



[Productivity Tips by Dave Crenshaw](#)

Time management tools and programs can only go so far. If you want to boost your productivity in a lasting way, you need to change the way you look at your time and your tasks. In this installment of the Productivity Tips series, productive leadership author and speaker Dave Crenshaw explains how to boost your productivity by shifting your perspective. Dave shares bite-sized, actionable tips for finding room in your schedule to improve your productivity, developing flexibility, and avoiding lower-value activities. Plus, get strategies for shaking off negative experiences, adding meaning to your workday, and more. [For information on how to access LinkedIn Learning modules with your UNTHSC credentials, visit the Center for Innovative Learning for instructions.](#)

Upcoming Faculty Affairs and Development Sessions

MedEd Journal Club

Facilitated by Amber Heck, Ph.D.

February 26, 2020

3:00 PM—4:00 PM

IREB 443

No RSVP

The article that will be discussed will be "Expectations and Perceptions of Student's Basic Science Knowledge: Through the Lens of Clerkship Directors" by Norris et al.

Zoom link: <https://tcu.zoom.us/j/378331337>

MedEd WIPs

Facilitated by Debra Atkisson, M.D., Ken Hopper, M.D., M.B.A., and Tom Deas, M.D.

March 12, 2020

1:00 PM—2:30 PM

IREB 240

No RSVP

The MedEd Works-In-Progress (WIPs) Meetings are a 90-minute forum to discuss the on-going research activities and interests of faculty and staff. Participants are invited to present their research ideas or current data, discuss a recent publication, or brainstorm a larger project. MedEd WIPs is as a place to learn about opportunities and methodologies, cultivate collaborations and develop or improve ongoing research.

School of Medicine General Faculty Meeting

The Office of Faculty Affairs and Development

March 17, 2020

Headshots: 5:00 PM—6:00 PM

TCU Brown-Lupton University Union (BLUU)

Dinner and Meeting: 6:00 PM—7:30 PM

Ballroom

[RSVP](#)

Please join us for the Spring General Faculty meeting and dinner held at the TCU BLUU Ballroom (third floor at the BLUU). Parking is available in either Lot 6 or in the Frog Alley Parking Garage. Please visit the RSVP link for more details.

MedEd Grand Rounds

Facilitated by Guest Speaker David Hirsh, M.D.

March 26, 2020

7:30 AM—8:30 AM

HSC LIB 110

No RSVP

This Grand Rounds presentation, "The Sciences of Learning: State of the Art" is facilitated by David Hirsh, M.D., the George E. Thibault Academy Associate Professor and the Director of the Harvard Medical School Academy.

MedEd Journal Club

Facilitated by Mike Bernas, M.S.

March 26, 2020

3:00 PM—4:00 PM

IREB 443

No RSVP

The article discussed will be: "Journal impact factor: a bumpy ride in an open space." Please e-mail MDFacultyDev@tcu.edu for article PDF.

Zoom link: <https://tcu.zoom.us/j/446171993>



Did you know...

Did you know there is a new **Lesson Planning module**? In this module, faculty will explore the process of lesson planning from inception to execution and the important of a plan for medical education. You can view and complete the Lesson Planning module [here](#). For any questions, please contact MDFacultyDev@tcu.edu.

Faculty Development Resources

- **NEW!** [Lesson Planning Module](#)
- [Suggest a Faculty Development Session](#)
- IAMSE How-To Guides
 - [How-To Guide for Active Learning](#)
 - [How-To Guide for Team-Based Learning](#)
- [Faculty Development Website](#)

Other Faculty Development Opportunities



14-Day Writing Challenge

Registration Link: <https://www.facultydiversity.org/sessions/14dayspring2020>

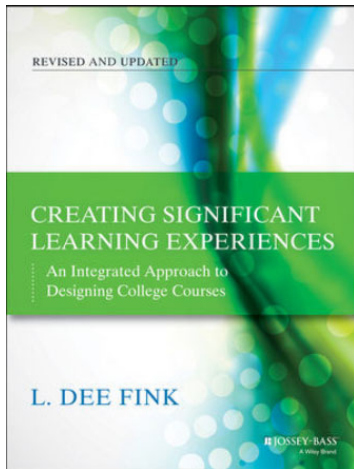
Registration Ends: March 19, 2020

Do you have a writing project that needs some work? Whether it's an article, conference paper, grant proposal or another project, keep yourself and others accountable by signing up for the 14-Day Writing Challenge held in Spring 2020 through the National Center for Faculty Development & Diversity (NCFDD).

The 14-Day Challenge is an opportunity for you to experiment with daily writing, online community, and supportive accountability. It's very simple:

- You commit to write every day for at least 30 minutes.
- At the beginning of your writing time, you login to our online community, start the timer, complete your writing, and post your progress at the end.

You take 5 minutes to support other writers in your group by commenting on their progress. For a guide on how to sign-up using your TCU Credentials, click [here](#).



Significant Learning by Design—I online Course by L. Dee Fink

Spring Course Dates: March 11- March 26; May 27 – June 11

Click [here](#) to register

There is a new professional development course for faculty and staff to further deepen their skills and knowledge around Fink's Taxonomy of Significant Learning and Integrated Course Design.

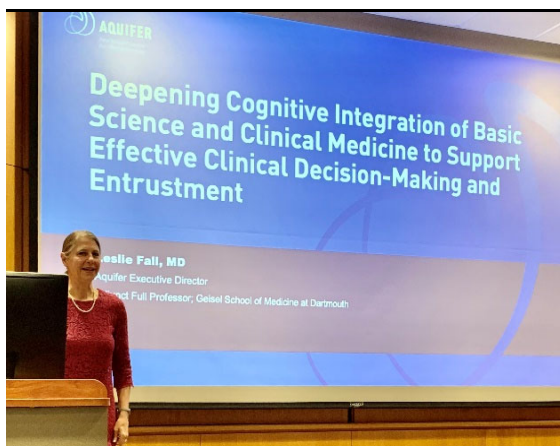
This [two-week online short course](#) is fully facilitated and guides participants through a series of carefully structured activities. Participants apply the concepts and ideas to a course of their own, and through a series of lessons, reflections and application activities, leave with a tailored and detailed plan for a course that is likely to result in meaningful, long-term student learning.

A look back in February...



Brian Dixon, M.D. facilitated an engaging and insightful Lunch and Learn on ways to approach coordinating dynamic content for Medical Education, whether it be a presentation or a lesson plan. In his session titled, "Jigsaw or Jazz Hands: Choreographing Dynamic Content for Medical Education," Dr. Dixon summarized the pre-planning process and feedback from Behavior Week, explored the concepts of "edutainment" and "infotainment;" constructed and shared lesson planning templates for classroom-based active learning; differentiated behavioral conditioning approaches in content delivery; and reviewed the neurobiology of attention and reward.

If you missed Dr. Dixon's session, you can view a PDF version of his presentation [here](#).



Grand Rounds guest speaker Leslie Fall, M.D., executive director and chief academic officer of Aquifer, facilitated the first Grand Rounds session in 2020 on deepening the integration of basic science and clinical medicine in teaching and entrustment. In her session titled, "Deepening Cognitive Integration of Basic Science and Clinical Medicine to Support Effective Clinical Decision-Making and Entrustment," Dr. Fall explained the concepts of organization, cognitive integration, and encapsulation; identified curricular and environmental barriers limiting students' ability to effectively transfer basic science understanding to clinical practice; demonstrated the use of integrated illness scripts and mechanistic diagrams to unencapsulated and integrate faculty teaching and to assess and advance students' clinical problem-solving skills; and lastly discussed the importance of cognitive integration to patient care entrustment decisions. After Grand Rounds,

faculty and staff were invited to participate in two applied workshops using the integrated illness scripts and mechanistic diagrams to add another lens to our curriculum.

If you missed Dr. Fall's session, you can view a PDF version of his presentation [here](#).

*Do you have a faculty development opportunity or news you want to share?
Please e-mail MDFacultyDev@tcu.edu!*

Office of Faculty Affairs and Development

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