Available resources for navigating your Academic journey

Darshana Shah, PhD.
Professor of Pathology,
Associate Dean, Office of Faculty Affairs & Professional Development
9-23-2020

Outline

- *Faculty* Development & Mentoring Resources
- Key MU & JCESOM resources

Current Students | Faculty/Staff | Search...

MARSHALL UNIVERSITY®
Joan C. Edwards School of Medicine

About | Prospective Students | Residents/Fellows | Research | Departments | Alumni/Giving | Patient Care

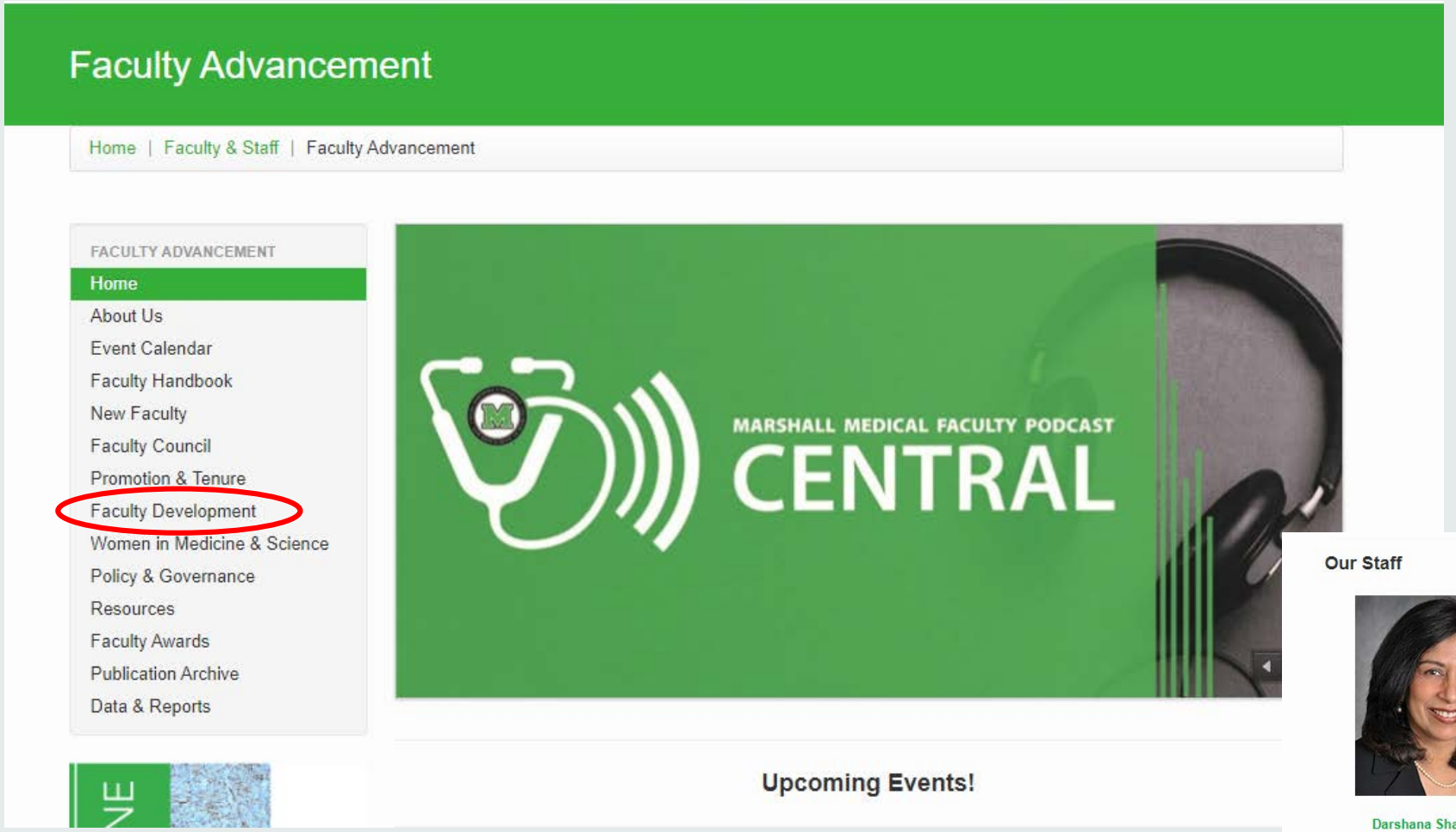
Quick Links

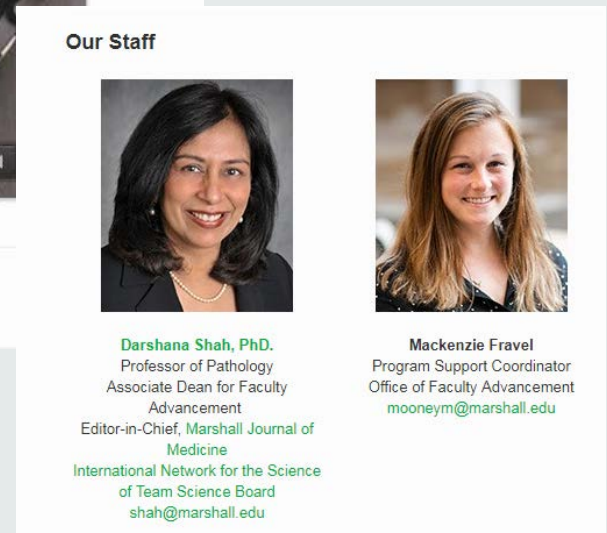
- About Us
- Academic Portal

Welcome

At Marshall University, the Joan C. Edwards School of Medicine blends high-quality medical education and graduate education with a distinctive hands-on approach to meet the health care needs of West Virginians and others across

FACULTY ADVANCEMENT



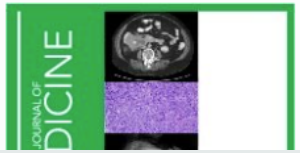


https://jcesom.marshall.edu/faculty-staff/faculty-advancement/

FACULTY ADVANCEMENT
Home
About Us
Event Calendar
Faculty Handbook
New Faculty
Faculty Council
Promotion & Tenure
Faculty Development
Women in Medicine & Science
Policy & Governance
Resources
Faculty Awards
Publication Archive
Data & Reports

PROGRAMS
Academic Citizens Excellence (ACE) Program
Advanced Scholarly Productivity in Research & Education (ASPIRE)
Promoting Academic Community of Excellence (PACE)
Personal & Institutional Enhancement Seminars (PIES)

RESOURCES
CV & Portfolio
Faculty Mentoring
Scholarly Activity
Faculty Development Podcasts
Archive



Programs:

Academic Citizens Excellence (ACE) Program

The ACE program offers online, volunteer-based activities throughout the year for personal and professional enrichment. The Office of Faculty Advancement will reward and recognize JCESOM faculty who exhibit outstanding academic citizenship with "Academic Citizenship Excellence" points. These points can be earned by attending 30-45 minute sessions available online faculty development sessions.

Promoting Academic Community of Excellence (PACE)

PACE is a Faculty Learning Community (FLC) formed based on the professional development needs assessment survey conducted by the Office of Faculty Affairs and Professional Development. The needs assessment covers a wide range of factors, ranging from research, and mentoring, teaching pedagogy to professionalism. From the results, faculty members are grouped into a cohort with similar learning needs in their area of interest. Participants in PACE are offered an annual retreat followed by seminars and collaborative activities during the year to provide learning development of faculty at any rank. Engaging in an active, transdisciplinary learning communities promotes scholarship in the area of faculty interest. Evidence shows that FLCs provide mentoring and support for faculty to investigate, attempt, assess, and adopt new (to them) methods in their scholarly pursuit.

Opportunities:

Faculty Development Podcasts

- Marshall Medical Faculty Podcast Central

Faculty Development Presentations

International Association of Medical Educators (IAMSE) Archived Webinars

Archived Programs:

- Academy of Medical Educators
- Advanced Scholarly Productivity in Research & Education (ASPIRE)
  - ASPIRE is a program designed to facilitate and improve the writing process for scholarly publications. This active writing program provides editorial support, teaches professional writing tools and techniques, and educates participants on strategies for academic publication.
- Personal & Institutional Enhancement Seminars (PIES)
  - The primary goal of PIES is to foster and sustain a collegial community of lifelong learners capable of meeting the present and future challenges of academic medicine. The onsite session is also offered and customized per department's needs.
- Teaching for Quality Improvement and Patient Safety (Te4Q) Program
  - Equip faculty to lead, design and evaluate effective learning in Quality Improvement/Patient Safety (QI/PS) across the continuum of health professional development.
- Wellness & Well-being
  - Integrating Nutrition and Wellness Instruction: Practical Applications for Health Science Educators- IAMSE spring Webinar Series- 2018 Web Seminar Series focuses on specific examples of how schools have implemented programs to address issues of wellness and resiliency.

Faculty Development Sessions to Earn ACE points (Access the material with your JCESOM log-in information)

- **International Association of Medical Educators (IAMSE) Archived Webinars**
- **Learning with Lynda**
- **NBME's *Writing Multiple Choice Questions: An Introductory Tutorial***
  - Self-paced interactive tutorial that provides a foundation for writing quality multiple-choice questions. This tutorial is designed to introduce some of the main principles of item writing to individuals who write questions for examinations in the field of medicine and across the range of health professions.
  - Featured topics include:
    - the anatomy of an item
    - basic rules for writing good stems and options
    - characteristics of a quality "best-answer" item
    - writing items to assess clinical reasoning
    - common item flaws
    - strategies for evaluating test items
  - The tutorial is organized into sections so that you can complete only a portion of it and easily return later; the entire tutorial takes about 45 minutes to complete.
- **Implicit Association Test (Each IAT worth 5 ACE Points)**
  - The Implicit Association Test (IAT; Greenwald, McGhee & Schwartz,1998) has become a very popular method to use for measuring the strengths of associations between concepts, in an indirect way. Normally the IAT is used to measure the strength of associations between an attitude object and its valence. IATs measure the relative ease with which people are able to make associations between certain groups of people (e.g., older adults) and the concepts of "good" and "bad."
  - Ease of association, measured by judgment speed, is taken as evidence for an implicitly-held attitude toward that social group. It is a useful tool for measuring a variety of attitudes including gender, race, and political constructs (Nosek, Greenwald, & Banaji, 2005). Over 200 scientific studies have been published using the IAT and more than 4.5 million have taken the IAT on-line. The IAT has demonstrated to be both reliable and valid at detecting an individual's level of implicit bias.

To receive ACE Points, please fill out this form.

https://jcesom.marshall.edu/faculty-staff/faculty-advancement/faculty-development-programs/academic-citizenship-excellence-ace/

Academic Citizenship Excellence (ACE) Program

2020

- 1/9/2020 Responding to the Opioid Crisis: An Educator's View -- password: IAMSEW20WAS
- 1/16/2020 Using Undergraduate Medical Education to Increase the Number of Physicians Prepared to Prescribe Medication-Assisted Treatment -- password: IAMSEW20WAS
- 1/23/2020 Methods for Incorporating Opioid Education into Health Professions Curricula -- password: IAMSEW20WAS
- 1/30/2020 Informing Pain Management Curriculum: A Multidisciplinary Discussion on Alternatives to Opioids -- password – IAMSEW20WAS
- 2/6/2020 Medical Students and Substance Use: Challenges and Supports -- password: IAMSEW20WAS
- 3/31/2020 MedEd Mailbag: The Virtual Teacher with Kelly Quesnelle
- 4/2/2020 Leading by Example: Practicing Self-Care in a Time of Crisis with Adits Haramati
- 4/7/2020 MedEd Mailbag: Being Productive in Your Own Space with Kelly Quesnelle
- 4/9/2020 How Re-thinking and Re-designing Anatomy instruction into the Online Space Can Lead to Better Classroom and Cadaver Lab Learning Experiences with Jon Wisco
- 4/14/2020 MedEd Mailbag: Free Resources During COVID-19 with Kelly Quesnelle
- 4/16/2020 Q&A with the IAMSE President with Neil Osheroff
- 4/23/2020 IAMSECafe Welcomes Medical Science Educator EIC with Peter de Jong
- 8/13/2020 Health Systems Science in the Clinical Clerkship Years -- password: IAMSEWASSpring20
- 9/13/2020 Medical School Admissions in the Time of COVID-19: Maintaining the Integrity of Holistic Review with Drs. Christina Grabowski & Leila Harrison
- 9/10/2020 PA and PT Admissions in the Time of COVID-19: A Panel Discussion with Erika Brooks, Jeremy Turkall and Dr. Thomas O'Shea
- 9/17/2020 Navigating the Effects of COVID-19 on the 20-2021 Residency Application Cycle with Drs. Maya Hammoud, Keli Santos-Parker and Versha Pleasant

2019

- 1/10/2019 Overview & Introduction of the Learning Environment -- password: IAMSEWinter2019
- 1/17/2019 The Learning Environment in Health Sciences Education -- password: IAMSEWinter2019
- 1/24/2019 The Learning Environment during Residency -- password: IAMSEWinter2019
- 1/31/2019 The Learning Environment Panel Discussion -- password: IAMSEWinter2019
- 2/7/2019 The Learning Environment System and Case Studies -- password: IAMSEWinter2019
- 3/7/2019 The Changing Roles of the Basic Science Educator -- password: IAMSEWASSpring19
- 3/14/2019 Going Lecture Free for Gen Z -- password: IAMSEWASSpring19
- 3/21/2019 Role of Foundational Sciences in Clinical Years -- password: IAMSEWASSpring19
- 3/28/2019 Stepping Beyond the 'Step 1 Climate' -- password: IAMSEWASSpring19
- 4/4/2019 Moving USMLE Step 1 After Core Clerkships -- password: IAMSEWASSpring19

2018

- 1/11/2018 Competency-Based Medical Education: Understanding the Principles
- 1/18/2018 Generating Trust in Entrustment: an update from the AAMC Core EPA Pilot Group -- password: IAMSEwinter2

PACE Archive

Promoting Academic Community of Excellence (PACE)

Home | Faculty & Staff | Faculty Advancement | Faculty Development Programs | Promoting Academic Community of Excellence (PACE)

FACULTY ADVANCEMENT

- Home
- Faculty Handbook
- New Faculty
- Policy & Governance
- Faculty Council
- Promotion & Tenure
- Faculty Development
- Women in Medicine & Science
- Resources
- Faculty Awards
- Marshall Journal of Medicine
- Data & Reports

PROGRAMS

- Academic Citizens Excellence (ACE) Program
- Advanced Scholarly Productivity in Research & Education (ASPIRE)
- Promoting Academic Community of Excellence (PACE)
- Personal & Institutional Enhancement Seminars (PIES)

Certificate Program in Leadership and Mentoring

Certificate Program in Teaching

Certificate Program in Research & Scholarship

PACE is a **Faculty Learning Community** (FLC) formed based on the professional development needs assessment survey conducted by the Office of Faculty Affairs and Professional Development. The needs assessment covers a wide range of factors, ranging from research, mentoring, teaching pedagogy to professionalism. From the results, faculty members are grouped into a cohort with similar learning needs in their area of interest. Participants in PACE are offered an annual retreat followed by seminars and collaborative activities during the year to provide learning development of faculty at any rank. Engaging in an active, transdisciplinary learning communities promotes scholarship in the area of faculty interest. Evidence shows that FLCs provide mentoring and support for faculty to investigate, attempt, assess, and adopt new (to them) methods in their scholarly pursuit.

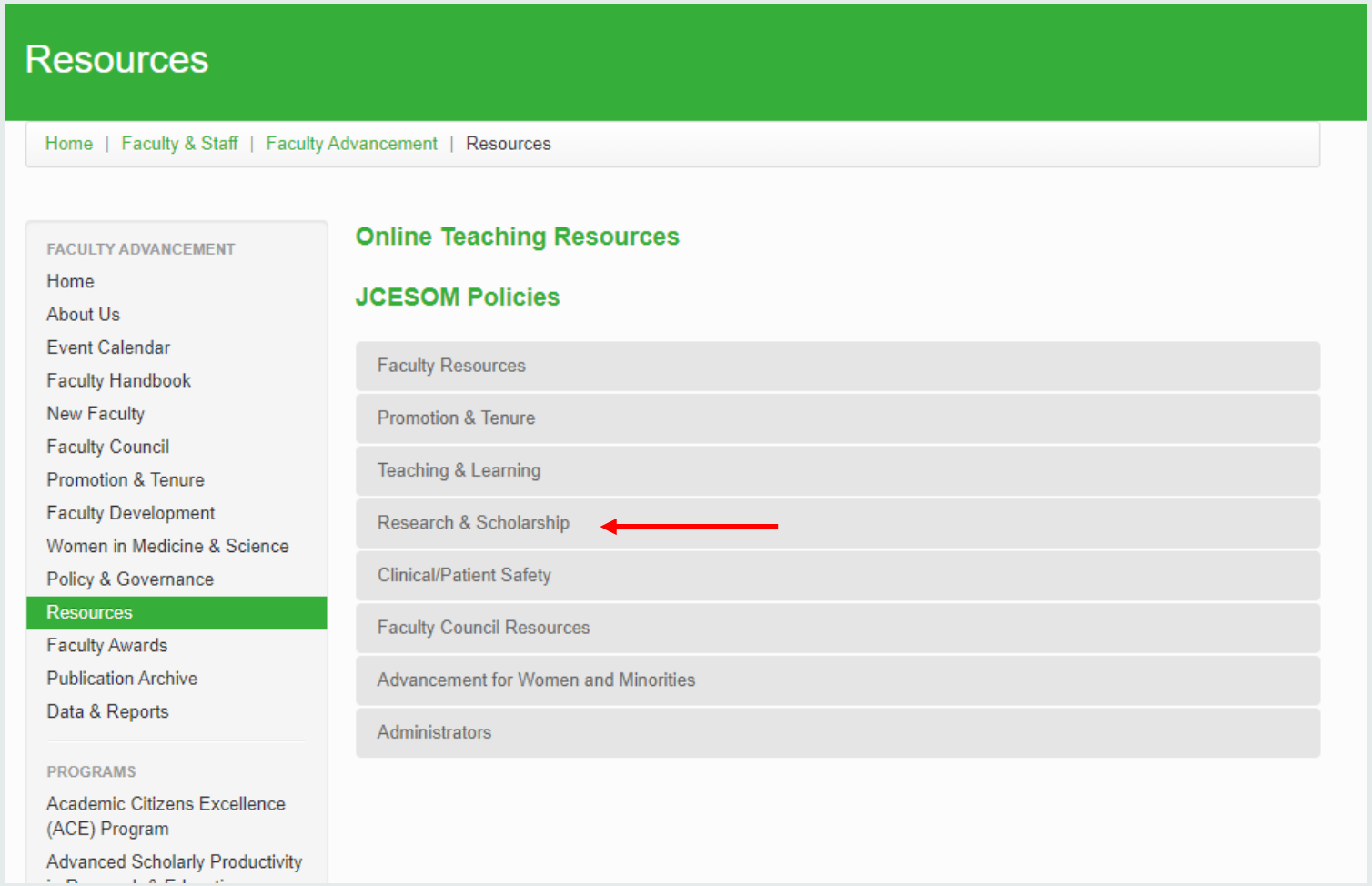
https://jcesom.marshall.edu/faculty-staff/faculty-advancement/faculty-development-programs/promoting-academic-community-of-excellence-pace/

[Faculty Collaborative Guide]

Updated Bi-Annually

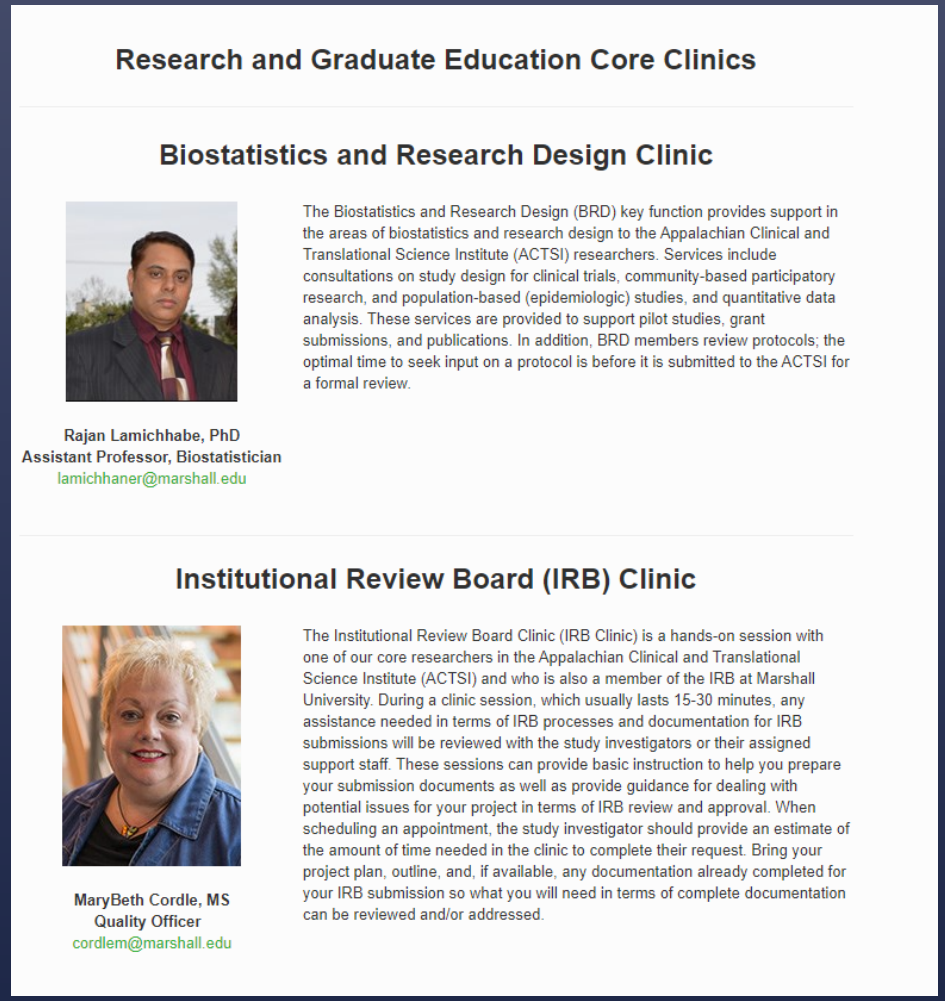
Resources

https://jcesom.marshall.edu/faculty-staff/faculty-advancement/resources/



JCESOM Professional Development -Research

- Biostatistics/Study Design Clinic
- IRB Clinic
- IACUC Clinic
- Finding Funding get started with Grant Forward create your profile
- Become a Mentor Or Need a Mentor Please send your request with your CV to facultymentoring@marshall.edu



Research and Graduate Education Core Clinics

Biostatistics and Research Design Clinic

Rajan Lamichhabe, PhD
Assistant Professor, Biostatistician
lamichhaner@marshall.edu

The Biostatistics and Research Design (BRD) key function provides support in the areas of biostatistics and research design to the Appalachian Clinical and Translational Science Institute (ACTSI) researchers. Services include consultations on study design for clinical trials, community-based participatory research, and population-based (epidemiologic) studies, and quantitative data analysis. These services are provided to support pilot studies, grant submissions, and publications. In addition, BRD members review protocols; the optimal time to seek input on a protocol is before it is submitted to the ACTSI for a formal review.

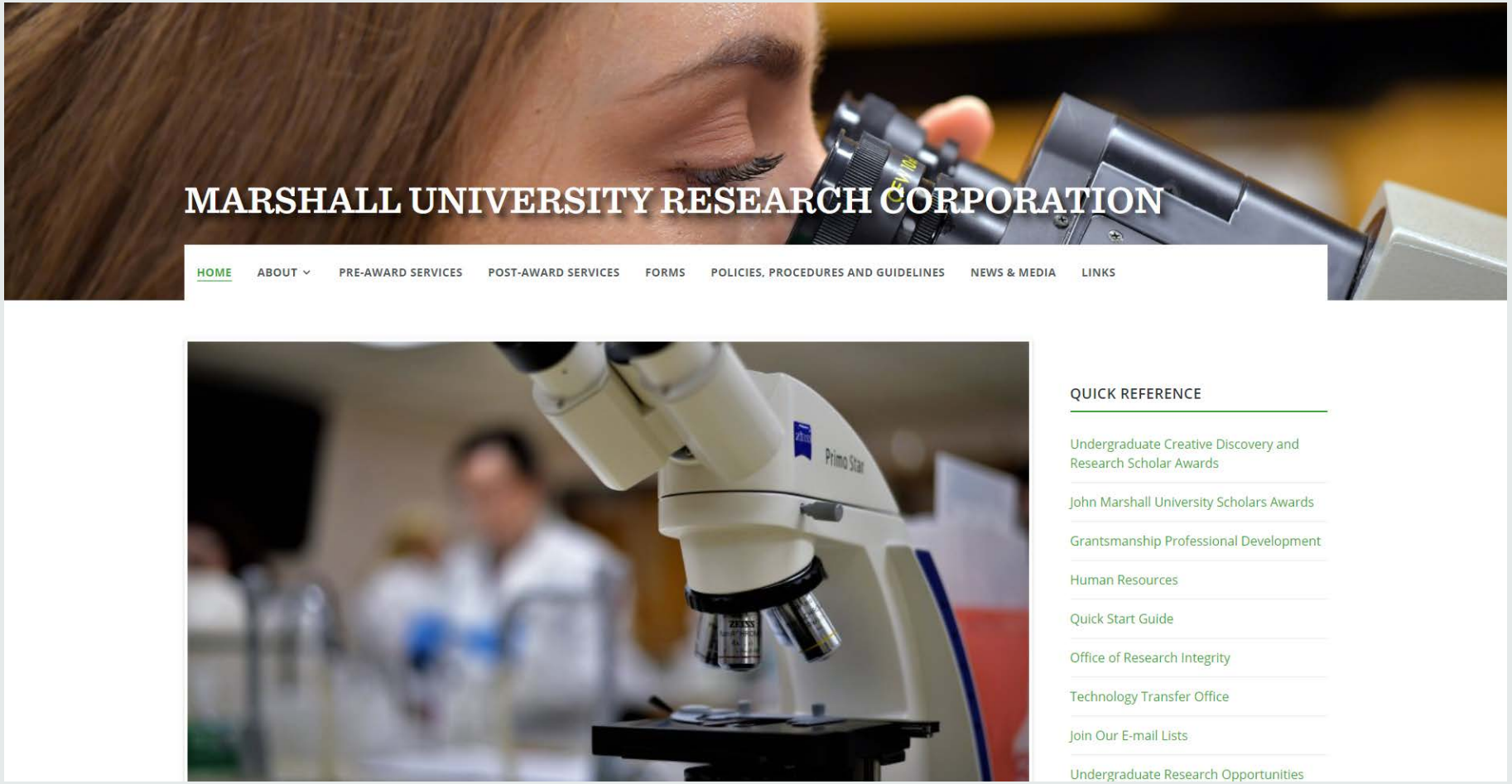
Institutional Review Board (IRB) Clinic

MaryBeth Cordle, MS
Quality Officer
cordlem@marshall.edu

The Institutional Review Board Clinic (IRB Clinic) is a hands-on session with one of our core researchers in the Appalachian Clinical and Translational Science Institute (ACTSI) and who is also a member of the IRB at Marshall University. During a clinic session, which usually lasts 15-30 minutes, any assistance needed in terms of IRB processes and documentation for IRB submissions will be reviewed with the study investigators or their assigned support staff. These sessions can provide basic instruction to help you prepare your submission documents as well as provide guidance for dealing with potential issues for your project in terms of IRB review and approval. When scheduling an appointment, the study investigator should provide an estimate of the amount of time needed in the clinic to complete their request. Bring your project plan, outline, and, if available, any documentation already completed for your IRB submission so what you will need in terms of complete documentation can be reviewed and/or addressed.

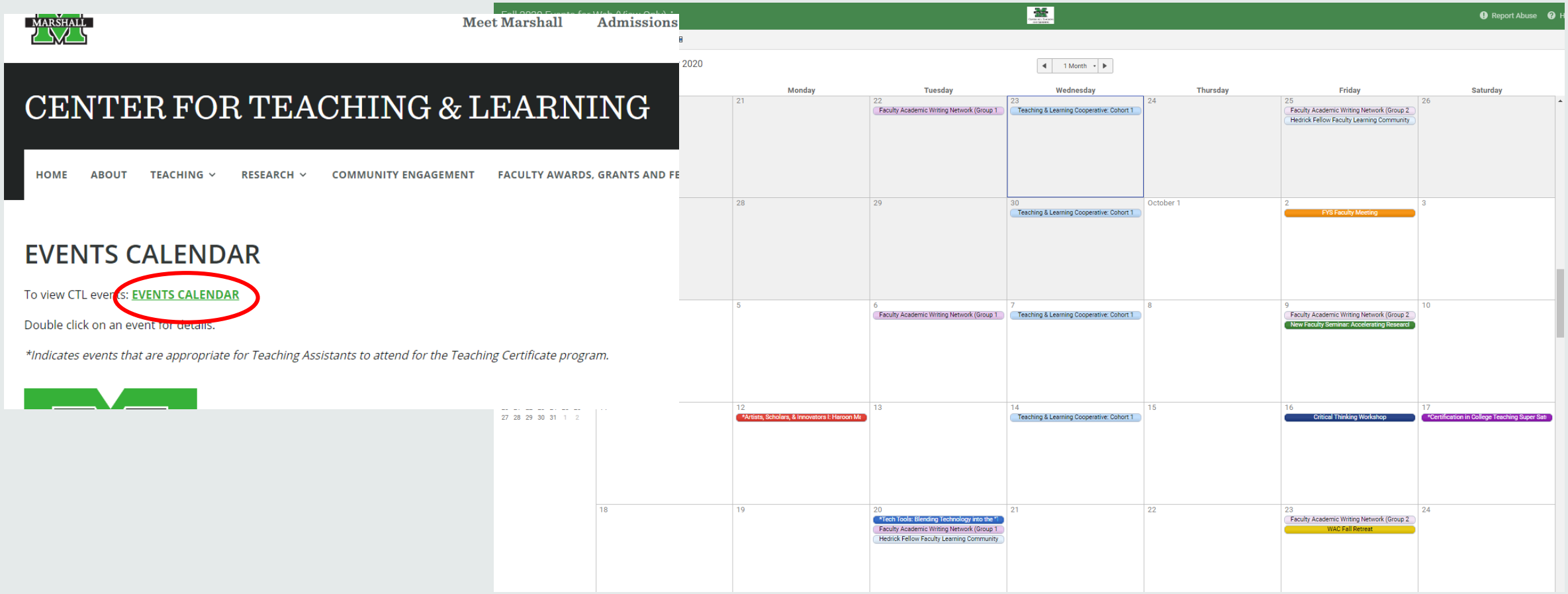
https://jcesom.marshall.edu/research/office-of-research-and-graduate-education/resources/core-clinics/

Marshall University- Resources for Research



http://www.marshall.edu/murc/

Marshall University- Resources for Teaching



https://www.marshall.edu/ctl/events

JCESOM- Health Science Library
https://jcesom.marshall.edu/library/

LIBRARY QUICK LINKS

- Library Home
- Hours/Location
- Ask Us

RESOURCES

- PubMed
- UpToDate
- Access Medicine
- Access Pharmacy
- Medline
- Cochrane Library
- Catalog
- NLM
- Database A-Z
- Interlibrary Loan
- Off-Campus Access

INFO DESK: 304/691-1750

MU Summon Search

Search Summon | Search

Summon Advanced >>

Info Desk

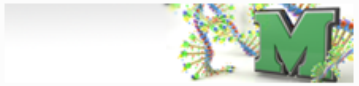
Reference
Circulation
Reserves
Print/Copy
Lost & Found
Instruction

Resources

MU Catalog
MU Periodicals List
Database A-Z List
eBooks
Print Resources
Document Delivery
Subject Specialties

Educational Support

Subject Specialties
Study Rooms
Computers
Study Tables



Graphic Design

Home
Portfolio & Services
Contact

Research Support

EndNote
Reference
Copyright & Fair Use

Information Technology

Home
Contacts
New User Account
Help Desk

Marshall University / JCESOM IT Resources

Get the latest **free** programs and software Marshall University has to offer their **students**, **faculty** and **staff**.

More information can be found on our Available Software page or at the links below.

Microsoft Office 365

Microsoft Teams

LinkedIn Learning

OneDrive For Business

Office 365 is available free to all Faculty your Marshall account allows you
to install the latest version on up to 5 devices including desktop, laptops, tablet, and other mobile device

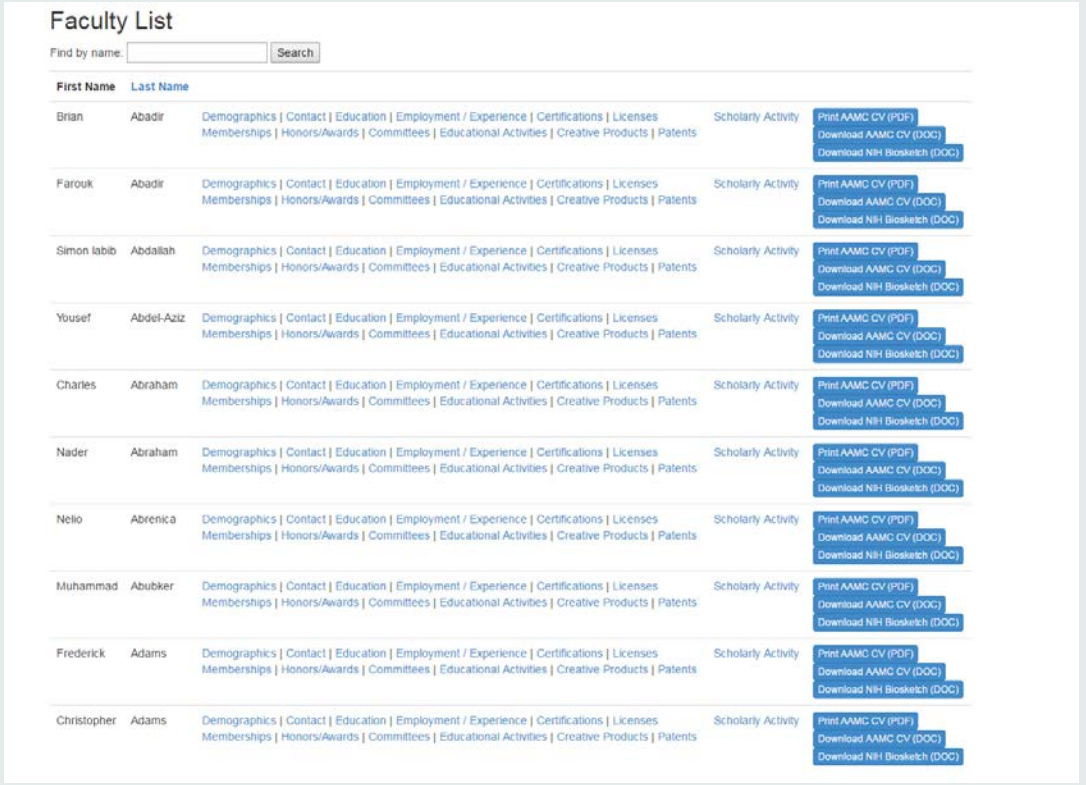
Faculty Show & Tell
Activities Tracking Tools

- **Online CV**
- **Scholarly Activity**

https://jcesom.marshall.edu/faculty-staff/faculty-advancement/resources/

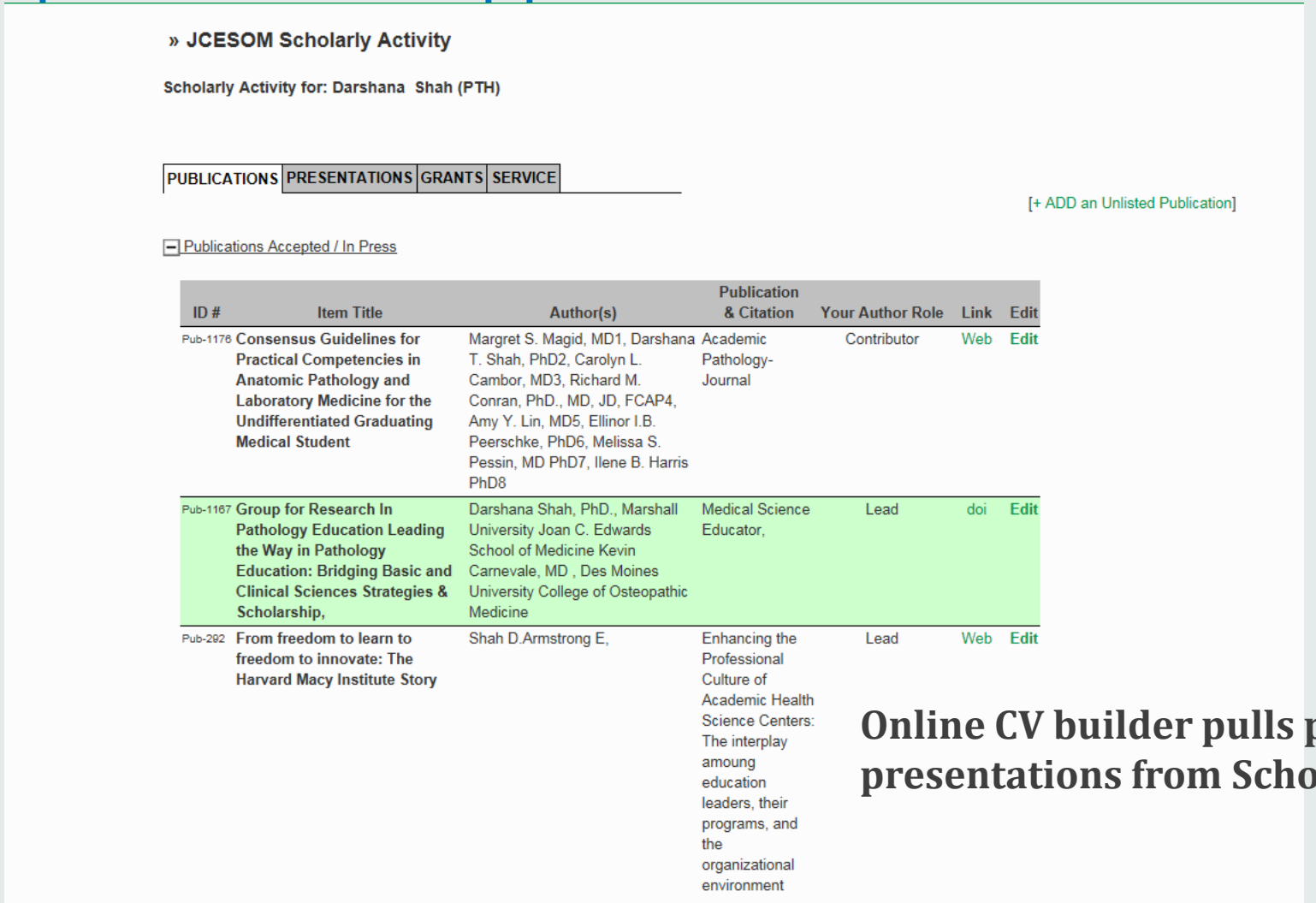
Login using your MUSOM Account Credentials

Update Your Curriculum Vitae with our Online Tool



https://somwebapps.marshall.edu/FacultyDB/Account/Login?ReturnUrl=%2fFacultyDB%2fFaculty

https://somwebapps.marshall.edu/scholact/



» JCESOM Scholarly Activity

Scholarly Activity for: Darshana Shah (PTH)

PUBLICATIONS | PRESENTATIONS | GRANTS | SERVICE

[+ ADD an Unlisted Publication]

Publications Accepted / In Press

ID #	Item Title	Author(s)	Publication & Citation	Your Author Role	Link	Edit
Pub-1176	**Consensus Guidelines for Practical Competencies in Anatomic Pathology and Laboratory Medicine for the Undifferentiated Graduating Medical Student**	Margret S. Magid, MD1, Darshana T. Shah, PhD2, Carolyn L. Cambor, MD3, Richard M. Conran, PhD., MD, JD, FCAP4, Amy Y. Lin, MD5, Ellinor I.B. Peerschke, PhD6, Melissa S. Pessin, MD PhD7, Ilene B. Harris PhD8	Academic Pathology-Journal	Contributor	Web	Edit
Pub-1167	**Group for Research In Pathology Education Leading the Way in Pathology Education: Bridging Basic and Clinical Sciences Strategies & Scholarship,**	Darshana Shah, PhD., Marshall University Joan C. Edwards School of Medicine Kevin Carnevale, MD , Des Moines University College of Osteopathic Medicine	Medical Science Educator,	Lead	doi	Edit
Pub-292	**From freedom to learn to freedom to innovate: The Harvard Macy Institute Story**	Shah D.Armstrong E,	Enhancing the Professional Culture of Academic Health Science Centers: The interplay amoung education leaders, their programs, and the organizational environment	Lead	Web	Edit

Online CV builder pulls publications & presentations from Scholarly Activity database.

Faculty Awards

FACULTY ADVANCEMENT
Home
About Us
Event Calendar
Faculty Handbook
New Faculty
Faculty Council
Promotion & Tenure
Faculty Development
Women in Medicine & Science
Policy & Governance
Resources
Faculty Awards
Publication Archive
Data & Reports

The Faculty Awards are designed to recognize and thank faculty for their tremendous efforts and contributions in bringing success to the Joan C. Edward School of Medicine.

- Dean's Awards for Excellence
  - Excellence in Education
  - Excellence in Research
  - Excellence in Clinical Care
- Faculty Impact Award
- Excellence in Mentoring
- Excellence in Leadership

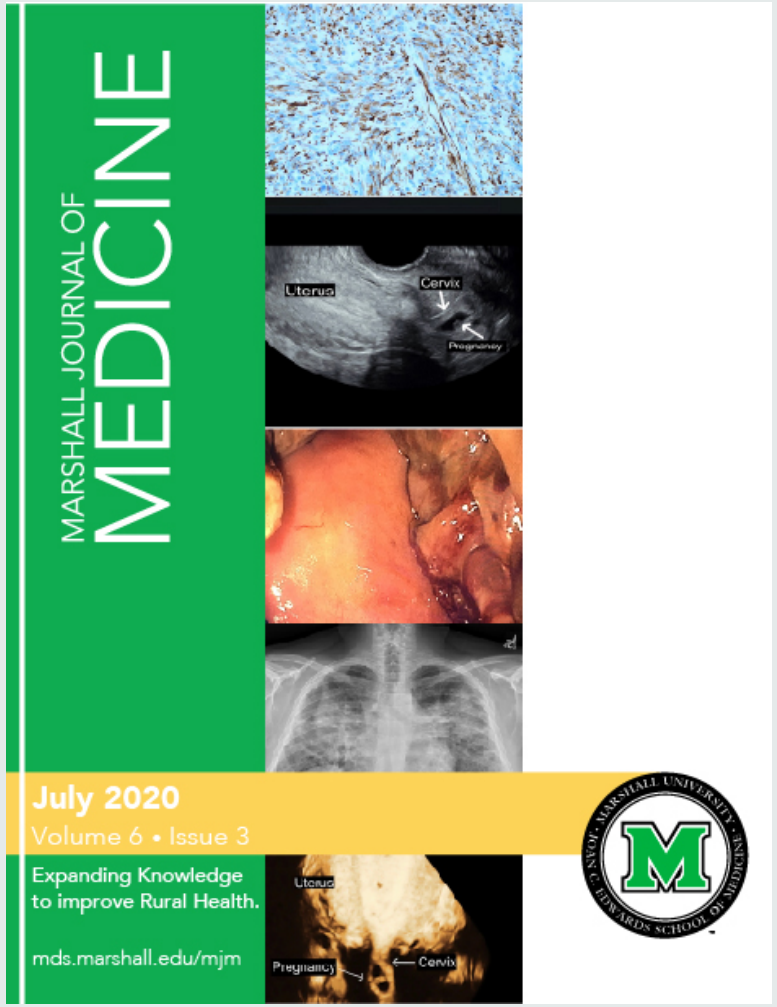
2019-20 Faculty Awards Presentation
Program | Award Winners | Photos

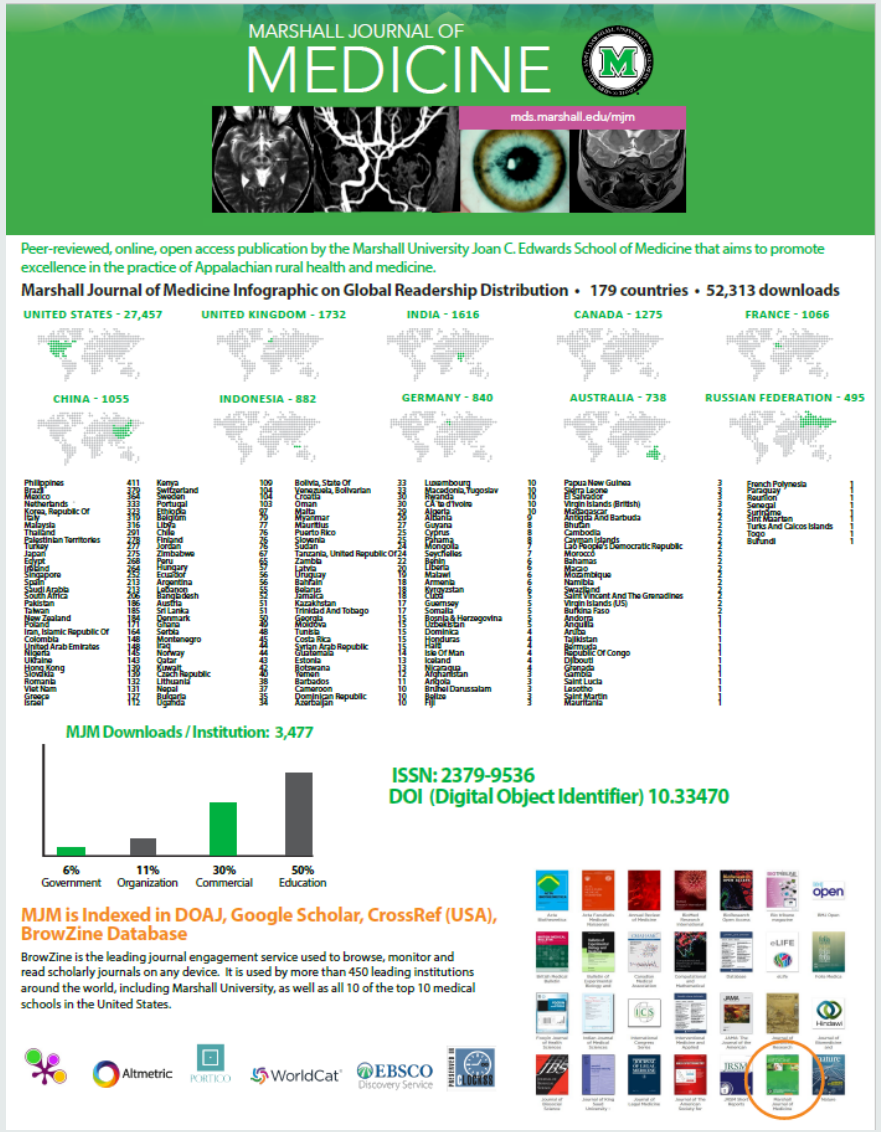
2018-19 Faculty Awards Presentation
Program | Award Winners | Photos

2016-17 Faculty Awards Presentation
Award Winners | Photos

2015-16 Faculty Awards Presentation

http://mds.marshall.edu/mjm/





https://jcesom.marshall.edu/faculty-staff/faculty-advancement/marshall-journal-of-medicine/

Thank you!