2021-22 Teaching Academy

Teaching Academy Series

July 20, 2021	Things to consider when becoming a PI
Aug. 17, 2021	Building a Wellness Culture
Sept. 21, 2021	Advanced Techniques in Remote Learning
Oct. 19, 2021	Managing Self when Working Remotely
Nov. 16, 2021	Finding your Faculty Voice at Rush University
Dec. 21, 2021	Strategies for Financial Success in 2022 and Beyond
Jan. 18, 2022	Role of Nutrition in Chronic Disease Prevention & Management: An Overview
Feb. 15, 2022	Telemedicine in Healthcare
March 15, 2022	How to Make an Effective and Interactive Online Lecture
April 19, 2022	Navigating Difficult people
May 17, 2022	Creating a Personal Brand
June 21, 2022	Media Coaching

Things to consider when becoming a PI

Basic/translational research perspective

Rachel E. Miller, PhD

Assistant Professor, Division of Rheumatology

Things to consider when becoming a PI

- What do you want to work on? How do you market yourself and the lab?
  - Identify a problem that is of high significance in your field
  - Differentiate yourself from prior mentors but still take advantage of your training
  - Elevator pitch story – Hi I am Rachel and I work on ___; Twitter
  - NIH biosketch personal statement
- What roles do you need in your lab? What expertise? How to find good candidates?
  - Technicians vs students vs postdocs vs research scientists
  - Use your network; Strong prior recommendations
- What other resources do you need?
  - Equipment
  - Collaborative expertise
  - Mentors
  - Lab space
  - Animal budget
- What types of grants will you apply for?
  - Foundation grants are good sources to generate pilot data and purchase equipment
  - NIH K awards (including CTSA program K award)
- Be prepared for (lots!) of administrative tasks
  - IACUC, IRB
  - Budgets
  - Reports
  - Service (committees, paper and grant reviews...)

> I transitioned from postdoc to Assistant prof at Rush – still collaborating with my previous mentor, but differentiate myself by using my engineering background to address mechanical/biophysics questions related to osteoarthritis pain

> Just me in the lab initially; Current lab: Postdoc, research engineer, research technician

> Consider these things before you negotiate your position -> think about what you absolutely need to start your lab

> Build your way up: Cohn fellowship -> K01 -> foundation grants -> R01

> Think about the lab like running a small business

YII
Young Investigator Initiative

290 PARTICIPANTS WITH FUNDED GRANTS (60%)

A Grant Mentoring and Career Development Program

🖨 Print

The Fall 2021 Workshop is planned for October 22-24, 2021, Chicago, IL (Rosemont). Applications are due by July 15.

The Spring 2020, Fall 2020 and Spring 2021 Workshops were held by video conference. Feedback from participants and faculty on this modified format has been very positive.

RUSH | WELLNESS

Building a Wellness Culture

August 17, 2021

Rebecca Lahey, MSW, LCSW
Manager, Operations
Office of the Chief Wellness Officer
Manager, Mental Health
Social Work and Community Health

Eve Poczatek, MBA
Director, Strategic Initiatives
Office of the Chief Wellness Officer

Student Well-Being

- Over the past decade, **students have reported increasing levels of anxiety and depression**; that they are **unlikely to seek supportive mental health services**; and even if they initiate support, that they are unlikely sustain treatment, likely due to social stigmas associated with mental health support[1,2]

- Only a small portion of students committing suicide contacted their mental health services for support, indicating that **many students experiencing suicidal ideation are without the appropriate resources and personnel available to them**[3]

- In June 2020, the Center for Disease Control surveyed a representative panel of adults and **identified rising levels of depression and anxiety, increased substance abuse, and elevated suicidal ideation, particularly among respondents aged 18-24 years of age**[4]

You are cultivating the future of healthcare.

In a time when burnout, depression, anxiety, and stress are at unprecedented levels, you have a unique opportunity to be part of a movement across the Rush community to build a culture of wellness where self-care is seen as the norm – not the exception.

Wellness Culture Learning Modules

In partnership with the Center for Innovative Lifelong Learning, Rush Wellness is creating CE-certified learning modules for Faculty and Course Directors to **create and promote a wellness culture with students.**

- Understand how to respond in mental health crises using an escalation pathway.

- Create healthy boundaries with your students / trainees to promote resilience and individual well-being.

- Learn how to create and promote a wellness culture within your learning environment.

⚕ RUSH | *WELLNESS*

What will I learn?

✓ **Integrating wellness into your learning environment**: psychological safety, resilience, mindfulness, neuroscience of stress education, and normalizing experiences and getting support.

✓ **Motivating your students**: growth mindset, resilience, mindfulness, goal setting, deep listening, and tips for managing stress and anxiety.

✓ **Identifying, approaching, and engaging with struggling students**: tools and resources to support your students, including Rush Wellness, Student Affairs, and others.

Case Scenario 1

Adam, an Audiology faculty member, is approached by his student, Mike, who is feeling overwhelmed with coursework.

Mike describes feeling 'off' balance and states that he is consistently behind on assigned coursework…

Case Scenario 2

Sammy, a nursing student, approaches Lara, a professor who she trusts, and is tearful. Lara listens supportively to how isolated her student feels and begins to offer emotional support.

Sammy begins talking about how things would be better off if she weren't here anymore…

What have I learned today?

- ✓ **Cognitive:** Set realistic goals, scan for positive, leverage healthy boundaries

- ✓ **Behavioral:** Check expectations and assumptions, take care of your physical needs (exercise, sleep, nutrition, etc.), focus on responding instead of reacting

- ✓ **Interpersonal:** Identify your feelings, use 'I' statements and practice active listening, recognize when to hold off on solutions

Rush Wellness Resources

Wellness Pathways

I am in danger / crisis	**Call 9-11**	If you or someone you know is at risk of harming self or others, call 9-11 immediately.
I need support now		Call / Text Rush Wellness Assistance Program.* You can connect with support **immediately** 24/7. *Powered by Perspectives
I am overwhelmed and unsure what to do		Page Rush Center for Clinical Wellness 24/7. Your page will be responded to within 60 minutes.
I want Wellness to support me or my department		Schedule an appointment at the CCW now. Email RushWellness@rush.edu for scheduling questions or other needs.

RUSH | WELLNESS

Center for Clinical Wellness

All services provided are free to students, house-staff, and employees. There is no session cap.

- Available by appointment 7am-7pm, Monday-Friday

- In-person and video visits available

- Services include:
  - Counseling
  - Coaching
  - Energy Pod

- More information and appointment scheduling on **Rush Wellness' Inside Rush page:**

◐ RUSH | WELLNESS

Rush Wellness Assistance Program

- 24/7 counseling services

- Options for counseling:
  - Phone call
  - Videoconference
  - Text message-based

- "Skill-Builders": Free 30-45 minute online tutorials addressing topics such as emotional well-being, managing stress, resilience, and more.

- For more information, visit our Inside Rush page:

Call or text: (833) 304-3627

⏻ RUSH | WELLNESS

Questions and Thank You

Citations

1. Bruffaerts R, Mortier P, Kiekens G, Auerbach RP, Cuijpers P, Demyttenaere K, et al. Mental health problems in college freshmen: prevalence and academic functioning. J Affect Disord 2018 Jan 01;225:97-103

2. Son C, Hegde S, Smith A, Wang X, Sasangohar F. Effects of COVID-19 on College Students' Mental Health in the United States: Interview Survey Study. Journal Medical Internet Research 2020;22(9):e21279

3. Shuchman M. Falling through the cracks — Virginia Tech and the restructuring of college mental health services. N Engl J Med 2007 Jul 12;357(2):105-110.

4. Czeisler MÉ , Lane RI, Petrosky E, et al. Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic — United States, June 24–30, 2020. MMWR Morb Mortal Wkly Rep 2020;69:1049–1057. DOI: http://dx.doi.org/10.15585/mmwr.mm6932a1

Learning Objectives

- design effective presentations to engage their remote audience

- discern how to break-up lectures with audience activities

- create engaging activities for individuals and groups during remote learning sessions

Agenda

1 Greetings and welcome!

2 Revisit best practices in remote teaching

3 Death by powerpoint

4 Some best practices

5 Breaking up lectures

6 Engaging activities

7 Some tools

8 Connection and closure

Best Practices in Remote Teaching

Develop relationships

- Encourage peer to peer learning
- Encourage interaction
- Group work/reflections
- Establish (and keep!) a routine
- Temp checks

Don't take anything personally. EVER.

- They WILL find mistakes!
- It takes YEARS to learn this stuff
- Remember what it's like to be the student
- Never let 'em see ya sweat!
- Be firm, but fair
- Be vulnerable – let them see YOU

Be consistent

- Be PREPARED
- Set (and KEEP!) an agenda
- Practice, practice, practice
- Create interactivity within your presentation
- Set (and communicate!) clear expectations

We're all perfectionists…but…

- HAVE A PLAN B!
- KEEP IT SIMPLE
- Keep improving
- PRACTICE
- Cleachtadh a dhéanann maistreacht. (Practice makes mastery.)

RUSH

Design Effective Presentations to Engage Your Remote Audience

Let's Dive Right In!

Don't hesitate to shake up the routine!

Mitten Toss (virtual, of course)

- What are the characteristics of a GREAT presentation?

- What are you pet peeves about presentations?
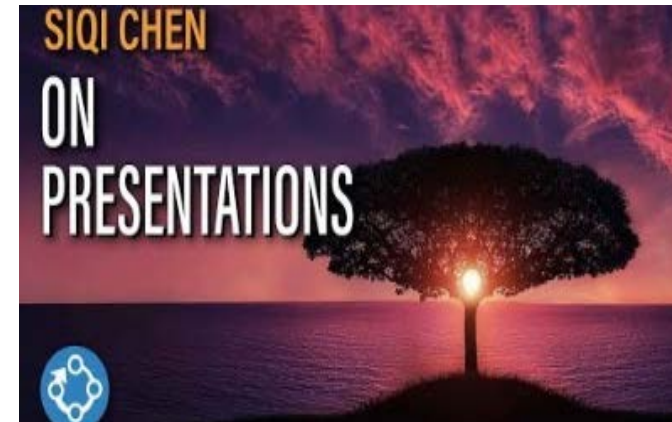
This Photo by Unknown Author is licensed under CC BY-SA

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Some Fun for Later

Don MacMillan: Life after Death by Powerpoint

Presentation on Presentations – Siqi Chen – Presentation is Storytelling (and Magic!)

Discern How to Break-up Lectures with Audience Activities

Some Best Practices

Scratching the Surface

- **Know your audience**
- **Proper planning! (5 P's)**
- **Use a storyboard/outline**
- **PRACTICE!**
- **Show your passion!**
- **Tell a story**
- **Use your voice/body effectively**
- **Have some FUN!**

Word Clouds can be fun and very non-threatening

TA_ATRL _ Additional Best Practices?

Join by Web

1. Go to **PollEv.com**
2. Enter **MARGARETCHEC486**
3. Respond to activity

Join by Text

1. Text **MARGARETCHEC486** to **22333**
2. Text in your message

Creating Engaging Activities for Individuals and Groups During a Remote Learning Session

Using Tech to Engage

Timing is everything

- Pace throughout the presentation – too much is too much
- Group work ALWAYS takes more time than you think it will
- Don't wander down garden paths – STAY FOCUSED on the learning objectives
- No tech for tech's sake

Preparation is ALSO everything!

- Practice
- Set up early
- Run through your timings
- Run through your links, etc

Practice – let's do a zoom room!

Let's break out into groups of 5-6

- **Select your speaker/presenter**

- **Select your note-taker**

- **Select your timekeeper**

Go to assigned google doc:

- **Identify the problem (how to determine how/when to break up lectures)**

- **Discuss your solutions for breaking up lectures – what are you doing to solve the problem**

- **Resolve the issue – your solutions – how will you decide to break up your lecture**

- **You'll have 5 minutes or so**

- **Return to main group when room is closed**

Each group will present their findings and we'll discuss

Discussion

Whaddidya come up with?

Tools

Tools

Integrated/Third Party

Rush supported

Freemium/Premium

Process for getting new tech

Tools

- **Virtual Mitten Toss**
- **Word Cloud**
- **Hive Mind**
- **Zoom breakout rooms**
- **Google Docs (or Teams…)**
- **Polling – zoom/polleverywhere**
- **Discussion**
- **Angela's PDF doc (Bells/Whistles)**

*** Reminder – this was an OVERVIEW! So much more out there…

Thank you!

Questions?

- **Instructional DESIGN Support**
- **Instructional TECHNOLOGY Support**
- Classroom Tech Support: 1.312.563.2527 (3-CLAS)
- **CTEI Webpage**
- **Canvas/LMS Information Page**

RUSH UNIVERSITY

Excellence is just the beginning.

Creating Effective (and Engaging) Presentations

by Angela Solic, Ph.D.
Director, Rush Center for Teaching Excellence & Innovation

Length

- If you are being asked to present a keynote or other presentation, you create a presentation according to what you're asked
- For teaching purposes, no one wants to sit and listen to anyone talk for 3 hours
- For a 3 hour class, break a lecture/presentation up into parts and fill the other spaces with activities and interactions
- For a recorded teaching moment or lecture, less than 10 minutes. If you have a 3 hour lecture, break it into 10 minute segments. See an instructional designer for help breaking it up if you need it.

Tools

PowerPoint is not the only option for creating presentations. If you would like to consider alternatives to PowerPoint, here are some tools you can try (if you don't know what these are, type them into an internet search):

Google Slides
Mentimeter
Canva
PearDeck
Prezi

Your slides

- Plain white or plain black is very boring
- Every slide doesn't have to be the same
- Keep your font size and font type consistent
- Make sure your font is easy-to-read
- Keep colors high in contrast
- Use images! Keep the type consistent (always use clip art or photography, for example)
- Sometimes you don't even need words. Images are more powerful, and your words are more important
- One image is all you need on each slide
- Freepik.com is a great site for images

Words

- Keep in mind the purpose of your presentation
- Sometimes words aren't required on the slide
- Your words should only be an outline
- Your students can use the slides to take notes
- Goal: 6 lines is ideal, no more than 6 words per line

Presenting

- Know your topic and why it is important
- For teaching purposes, tie it to what they learned previously
- Tell stories!
- Cater to your audience
- Repeat important bits of information
- Engage your audience- ask questions, get them involved
- Do something unexpected
- Visuals really do matter
- Do NOT read your slides

Additional resources

- [The science of memorable presentations](#)

- [Why engaging the senses makes for memorable presentations](#)

- [20 creative presentation ideas that will delight your audience](#)

  [How to avoid "death by PowerPoint"](#)

Look up Michael Wesch on YouTube. [Here's one example.](#)

Give me the Bells & Whistles

ANGELA VELEZ-SOLIC, PH.D.

Contents

Teaching/Learning Resources (including OERs)

- [BioDigital](): Provides interactive, 3D models of the human body. Useful for viewing on a computer, but even better on a virtual reality headset. You can use it for free, but there are limitations for free accounts.

- [Blendspace.com:]() If you're into flipping your classroom or implementing blended learning, this might be a great place to start! Find pre-created lessons or create your own lessons, use themes and templates, and find educational content quickly in an easy drag and drop interface. Probably more appropriate for K12, but you'd have to explore to see its full usefulness.

- [Boulevard](): Art, virtually anywhere. This site brings art to life through virtual, augmented, and mixed reality.

- [Engineertech.org](): Free simulations for online or other courses focused on automation, robotics, electric, motor control, press control, and renewable energy. This was developed by Eastern Iowa Community Colleges.

- [Natural History Museum Online:]() There are so many resources here, from videos of jungle explorations, to the ability to look at and manipulate a 3D hominid skull. Perfect for supplements to many different science courses.

- [MathIsPower4U](): over 6000 ad-free mini math lessons and videos for math Subjects. Developed by James Sousa of Phoenix College.

- [Merlot:]() Multimedia Educational Resource for Learning & Online Teaching. You can search by category, type, and see peer reviews and comments of the various learning objects and exercises. To get the object click "Go to Material" once you've clicked on its title. You can link to your course through "add multimedia" in the lesson or perhaps embed it using the old way of "source" mode in the editor.

- [Open Heritage](): This site allows students to go on virtual expeditions of iconic locations around the world in 3D. It also focuses on digital preservation efforts.

- [PhET:]() Interactive simulations for science and math. Developed by the University of Colorado, Boulder.

- [Project Open Data](): This site is an open source collection of code, tools, and case studies to unlock the potential of freely-available "open" government data, ideal for student projects.

- [The Speech Accent Archive:](#) This is from George Mason University and would be useful for teaching linguistics. Instructors can search the database to find specific native languages or can search by region. Students can listen to accents from native speakers.

- [Vocational Information Center:](#) this one will take some weeding through, but it is pretty chock full of thousands of learning objects and online resources based upon subject area.

- [Wisc-online](#) these learning objects can be linked in your course (you can add an external link right within Modules) to help students with different concepts. Search by discipline.

- [OpenStax:](#) OpenStax CNX has learning modules, and open textbooks. It has an open license, so all items can be used and modified.

- [WolframAlpha](#): Ok, this is absolutely amazing. This is a "computational knowledge engine". Think of it like Google meets SPSS meets Encyclopedia Britannica…. Calculate ANYTHING, look up chemistry stuff, physics, get information about what happened when, weather information, you name it, it's there.

- [WhyU](#): Animated videos on pre-algebra, algebra, topology, and Infinites.

- [Goorulearning.org:](#) If you're in K12, this is THE place to find learning content to personalize learning for students. Free and FILLED to the brim!

- [Yacapaca.com:](#) Yes, this is a real place. It seems to be a very unique site created out of Europe. You can explore some of its resources without an account, but I would encourage you to sign up to get more. Click on "I'm a Teacher" and then change the country to the US to view what's there. People who are authors in this site share the content they create with everyone. There are interactive units/lessons that can be easily embedded in your learning management system. You can also create your own, but they will be shared with everyone registered.

- [HippoCampus:](#) This site offers free educational resources (mostly videos) in a variety of subjects. Instructors can create free accounts to customize to their subject and can create 'playlists' for their students. There are excellent free videos on this site in math, natural science, social science, and humanities.

- [How Stuff Works:](#) The name of the site is as clear as it gets. Find videos and illustrations about how many random, strange things work and why.

- [Google Oppia:](#) This is an interactive learning tool by Google. It is a guided, mentor-type learning tool that an educator can create for any learning content. You can embed the Oppia "exploration" into any web page.

- [NationalGeographic.com](#): A wonderful learning resource by the magazine National Geographic. Sign up for free to access many more amazing photos and articles.

- [Atlapedia.com:](#) This site provides full color maps, political maps, and all sorts of statistical facts about many places in the world. Useful for geography or history.

- [Nova Education](#): Another wonderful learning resource created by PBS based on their show NOVA. Free digital library for sciences, engineering, and technology resources that include video, audio and interactive learning segments.

- [learner.org](#): This website is by the Annenberg Foundation. It provides teacher resources and professional development for a wide range of learning content from K-12 to university level.

- [historymatters.gmu.edu](#): A resource for history educators at the high school and university level. This resource is provided by George Mason University which provides links to primary documents, images, audio interviews and materials for teaching history.

- [topdocumentaryfilms.com](#): This website provides free access to documentary films found on the internet. You can also purchase documentaries through this website.

- [Newseumed](#): this is helpful for people who teach media, civics, history, and government. It contains primary sources like news artifacts and lessons on media literacy and the first amendment.

Videos & Video-related 'stuff'

- [Loom](): This tool allows you to record yourself, what's on your screen, audio, and share it with others instantly with a link. It doesn't have closed captioning yet, so be careful with this one for course lecture content.

- Do you have an iPad? If you do, go to the app store and check out [TouchCast Studio](). It's amazing. It's like being able to have your own TV studio right in your iPad to make pretty remarkable videos.

- [YouTube](), [YouTubeEdu](), and [TeacherTube](): I am not sure if there is one person who does not know about YouTube. You can search YouTube for videos related to your discipline and embed them in your course. You can also find some motivational videos too. I like to use these as announcements sometimes too. Just watch for copyrighted material; sometimes people will make videos of copyrighted material, like movies, etc., and I would avoid using those.

- [FlipGrid](): If you've ever heard of Voicethread, this is sort of similar. Voicethread used to have a free feature, but it was purchased and now isn't free. This site has a free version and it allows you to create one "grid" (a discussion prompt) and students respond in short video clips 1 to 1.5 minutes.

- [Screencast-o-matic:]() this is currently my favorite recording tool. It will record your screen, your voice, and even you on your webcam if you want! I highly suggest getting the Pro account as it is inexpensive ($15 a year) and very much worth it. You can quickly embed these screen casts in your LMS. You can have a Power Point, Prezi, or Keynote presentation going on while narrating it for your students.

- [Adobe Spark:]() You can use Adobe Spark to create graphics, web pages, and video stories. The videos look fantastic. Free and premium versions. Here's a video about [Humanizing Your Online Course using Adobe Spark]() (almost 60 min). [Adobe Spark for Beginners Tutorial]().

- VideoNot.es: This isn't a place to find videos, but it's a way to keep notes on videos that you (or your students) watch and those notes are synchronized with the video. VideoNotes is integrated with Google Drive. At this time, it works with Khan Academy, Vimeo, YouTube videos, and more.

- [Playposit.com:]() This site allows educators to pick from any video on the web and make the video interactive with 7 question times and rich media. There's

a free and premium version and you can also find pre-made interactive videos.

- FreeVideoLectures.com: Research is showing that students are responding more favorably to visual learning experiences. Why not bring the learning to them in a way that they need it? Search this site to find free educational videos you can embed in your course or show in class. When you find a video you like, click the "embed" icon in the lower left corner. Use the code to embed in the LMS.

- VideoLectures.net: This is another source for video lectures. If you find a video you like, click on it and it will start playing. Under the video you'll see something that says "Link this page". It then has a sentence "Copy the HTML snippet!" Click the words HTML snippet. You'll find the embed code on the next screen.

- TED.com: Ideas worth spreading. This website has thousands of videos from people all over the world discussing anything you can imagine. There are professors, geniuses, tech gurus, you name it. You can embed these videos just like YouTube.

- TedEd.com: This site is a great deal of fun. You can search for an educational video and create an interactive lesson with it using the site. The lessons include prompts for "Watch, Think, Dig Deeper, Discuss". There's a little bit of a learning curve with this, but not too much. Here's a tutorial I created to help you. I wish TedEd videos embedded, but they don't yet, so I don't use this often.

- Storybird: Mostly K-12 focused, this website is a literacy tool for educators. Educators and students can create stories, share these stories by embedding the story in a blog, webpage, or email or simply print the story. Educators and peers can provide feedback also.

- ScreenChomp: **iPad App only**. Very simple and free! It's a whiteboard that records your voice and whatever you do on your screen. You can demonstrate something (like a math concept), talk through it, and easily share the recording. More information. Tutorial by 6th grade kids.

- Explain Everything: this is an app, and not a free one, but I have to include it because it's just so good if you have a tablet. It allows you to screencast what's on your screen with audio, so you can explain anything (and everything) to your students, do math problems, write on images, whatever, and export the file as a YouTube video. Here it is for android and here it is for Apple. THIS IS NOT FREE, but will cost you a few bucks.

- [Lensoo Create:](#) Turn your tablet into a recordable whiteboard, like Explain Everything. Free at the [Apple iTunes store](#) and at the [Google Play Store.](#) There is a pro version for $5.00 a year that allows you a bit more options.

- [Write-on-Video](#): iOS only (iPhone & iPad). This is a video editing app that allows you to add text, audio, stickers, and drawings to videos. You can make movies, etc., on a very easy platform.

- [Animoto:](#) Students can create 30 second professional looking videos

Images, Animations, and Avatars

I save all of my images to a folder on my desktop for easy access. When I find new ones I make sure to save them to that folder. If your institution uses Canvas, there's a built-in Flickr tool that automatically adds alt-text (although sometimes you might need to modify it to be more specific).

Also, when I save images that I know I will need to cite, I save the file name as the citation. For example, I might have a file name that looks like this:

PeopleHoldingHands created by Lensoo FreePik.com

- [FreePik](#): This is my new favorite place to get images. I absolutely LOVE it! Sign up for an account. Be aware that the first set of images you will see suggested images from Shuttershock- don't click on those ones. Also, some of the images are for premium users, but I found more than enough through the free account.

- [Creative Commons Search:](#) Here you can find images that are available with creative commons licenses. You can select the option if you want to use these images for modifying or commercially. It browses through 21 different image aggregators, including Flickr and Wikimedia Commons.

- [Flickr](#) available in Canvas for free . If you don't use Canvas, then make sure you search for "creative commons" endorsed, or the image with a person in it only. Make sure you give credit to the poster of the picture/its creator.

- [Google Images](#) (you must use the advanced settings and next to "return images that are…" choose "labeled for reuse")

- [Morgue File](#)- all images can be used for free in academic settings (I really like this one and have used it extensively—files are REALLY large though, so you'll need to resize them)

Do not copy or distribute without express consent of the author. Please contact Angela if a link is broken, a tool is no longer available, or the description is inaccurate. Thank you.

- Compfight- allows you to search Flickr for CC licensed images. Next to the search bar, click Creative Commons until you see the word "only" after it.

- PowToon is another site that allows you to create animated videos with animated characters, audio, and more. So much fun once you get the hang of it. It has a free version, and also educational pricing.

- AbcYa.com: A site for kids to create their own animation- suitable for elementary grades.

- Blender "Blender is the free and open source 3D creation suite. It supports the entirety of the 3D pipeline—modeling, rigging, animation, simulation, rendering, compositing and motion tracking, even video editing and game creation" (Blender.org)

- Stykz: the first multi-platform stick figure animation tool. This is downloadable, freeware that can be used on multiple platforms (Mac, Windows, and Linux).

- Animation Desk (iPad app) Creates animations from your drawings.

- Thinglink.com Tag images with multiple links in specific spots and put links or other info on those spots. It's super cool and can be embedded. Free and pro versions. Example of using it during a field trip: Example of using it for video in the classroom

- Big Blue Pixel Perfect captions: iOS only. Find in the app store. It allows you to make captions on your pictures and share them.

- Newspaper clipping image generator: Create an image of a newspaper with custom title and text. Great for small illustrations in your e-learning!

- Quotes Cover: create a visual with your favorite quotes, and export as a .jpg or other image file, perfect for social media, class motivation, or printing.

- Pixlr: A free advanced photo editor, similar to Photoshop. Can be simply used in the browser. Free for educators and students, with more information here: https://pixlr.com/edu/

- [Canva:](#) become a graphic designer in 23 seconds...super easy and clean website to use for simple projects. You need to have the most up to date browser to use Canva. Google Chrome, Mozilla Firefox work best. Safari will work as well as long as the browser is updated to the most current version.

- [Ouch!:](#) Free Vector Illustrations for non-commercial use with attribution.

- [Icons:](#) Over 100,000 icons for free download in PNG and SVG formats. for non-commercial use with attribution

Audio & Communication

- [Remind:](#) This is a great app you can use to communicate with your students via cell phone, but in a way that maintains privacy. Send text messages to your students quickly and efficiently without using your number!

- [SoundCloud.com:](#) This is one of my favorite sites! You have a limited number of recording minutes, but it's plenty to use for a course. You set up an account, and start recording. You can embed the sound bites easily into an LMS to have them play right there, or share links. Here's a sound cloud I made of a children's story I wrote!: [Deuce on the Loose!](#)

- [Voicethread.com](#): Voicethread used to be free, but while it still has a free version, the free account will only last so long—you can create a total of 3 voicethreads. There's a Pro license gives you unlimited voicethreads and other things for 59.95/year. Students do need to sign up for their own free accounts to comment, though. Some institutions have licenses for this.

- [Vocaroo.com](#): This makes recording any voice note, feedback, etc. so easy you won't believe it. No account necessary. PC Only.

- [Record Mp3 Online:](#) Free voice recorder for mp3s. I've used this many times with much success. PC and Mac friendly.

- [Incompetech.com](#): Find royalty-free music that you can use in your course, to include with a video if you use animoto or other tools, or just to have in your course for other reasons.

- [Netlabels:](#) A collection of creative commons licensed music.

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- [Icons8:](#) A collection of creative commons licensed music, free for non-commercial use.

- [Ccmixter:](#) A collection of creative commons licensed music.

- [Free Music Archive:](#) Another collection of creative commons licensed music.

- [Jamendo Licensing:](#) Over 200,000 royalty free music clips.

- [Sound Bible-](#) a place for a great deal of sound bites, sound effects, sound clips, etc.

- [WavePad Audio Editing Software](#) : This audio editing software is a full-featured professional audio and music editor for Windows and Mac. It lets you record and edit music, voice and other audio recordings. When editing audio files, you can cut, copy and paste parts of recordings, and then add effects like echo, amplification and noise reduction. WavePad works as a wav or mp3 editor, but it also supports a number of other file formats including vox, gsm, wma, real audio, au, aif, flac, ogg, and more.

- [Audacity:](#) Similar to WavePad, this software is free open-sourced platform where you can professionally edit music and audio Also supports wav, aiff, mp3, au, flac, WMA, and OGG files.

- Online MP3 cutter allows you to pull and cut audio from a YouTube video with just a link. http://mp3cut.net/

- kaizena.com/ record audio files connected to highlighted text in your Google Docs :) and it gives students feedback on their work if the work is in Google Docs.

PowerPoint, Presentations, & Polls

- [Sway.com](#): Pretty cool tool. It's a way to express ideas across all devices. Within this app or web-based tool, you can drag and drop content and then present it beautifully and seamlessly. Example of a Sway on [Disruptive Trends in the Education Industry](#)

- [PearDeck:](#) This is really super kid-looking, but I was thinking that the tools could really benefit anyone teaching. Take a look for yourself. There's a free

and premium version of it. It is an add-on to Google slides and allows you to include interactive elements to your presentations, and students log in and follow along from their own devices. They answer questions, too.

- **Annotate.net:** The name is deceiving. (Ideal for face-to-face) This is actually a virtual, interactive whiteboard that you create with your tablet (iPad, Android) and you can share your whiteboard on a projector, walk around untethered to a podium. Create interactive quizzes, etc. and students can participate on any device. Free version and for educators the pro is just $10.00 a year while it's in beta. Educator sign up: https://annotate.net/pricing#educational-licenses

- **Prezi:** Prezi is nothing like you've ever seen before. It is presentation software that creates amazingly visual and stimulating presentations. It is not simple to use and does take some practice. Make sure you peruse the tutorials on the Prezi site to learn more about it.

- **Educreations**: a way to create online audio/visual lessons that can be whiteboarded or narrated with images or both, and are searchable by content.

- Oomfo adds charts and graphs that go beyond what's available in PowerPoint: http://oomfo.com

- **knovio.com** With Knovio you can take either your existing PowerPoint slides or a PDF file or a folder of images and quickly and easily add your own video or audio narration to synchronize with the slide content. You can then share this new presentation out to your intended audience by email or social media, export it to a high-definition video file, and even post it directly into YouTube. Limited free version.

- SimpleBooklet is a quick way to create mashups of audio, video, images, text, and embedded code Useful for marketing or "creating" things for class. http://simplebooklet.com

- **littlebirdtales.com/** Save sound and images together in a shareable presentation- like storytelling that's visual and created by you or your students. Neat idea to use this for foreign language learning.

- **edpuzzle.com** Use any video and crop, record audio, and/or add questions for your students and track their understanding.

- [Buncee](): A creation and presentation tool that helps students and teachers visualize, communicate, and engage with classroom concepts and ideas.

- Mentimeter Allows you to use mobile phones or tablets to vote on any question a teacher asks, increasing student engagement.

- Micropoll A great tool for quickly creating polls and analyzing responses. Polls can be embedded into websites as well.

- [Visme:]() Another free alternative to powerpoint with the ability to create infographics as well.

Video Chat/Online Meetings & Group Tools

- ⊠ Google Hangouts: You need a Gmail account (as will your students). Once you have one you go to https://plus.google.com/hangouts. If you don't know how to use this tool, check out this video: https://www.youtube.com/watch?v=DPZb3D0500I
This is better than Skype because you can use webcams to see each other while also listening.

- [ooVoo:]() This site is also similar to Skype, chat and video capabilities, you can video chat with up to 12 people
[ooVoo tutorial 1]()
[ooVoo tutorial/help]()

- [Bubbl.us:]() allows students and professors to collaborate and edit in a brainstorming format, such as making mind maps. The maps can be embedded in your course.
[Tutorial on bubbl.us.]()

Broadcasting, Blogs and Stories

- [Book Creator](): This tool allows students to create, publish, and share online books. Books can even have an audio-book feel. Free for teachers with up to 40 students creating 'books'.

- **Livestream.com:** Students or professors can create their own live broadcast across the internet for free!! It's like having your own TV station. Uses a webcam and mic.
  Tutorial on livestream.

- **Blogger.com:** Free online blog tool.

- **LiveJournal.com:** A website where you can easily create blogs to journal your various topics.

Fun and Games

- **Kahoot.com:** this site might be useful in a face-to-face classroom as well as one that is blended. Instructors can create questions and input information like answers, time limits, etc. Students can participate through their laptop, tablet, or phone and play along. Think of it like a television bar trivia game because it can be competitive!

- **Quizizz:** Similar to Kahoot! While this seems to be K-12 focused, there's no reason why you can't create something like this for grown ups. Everyone likes games! Create fun, self-paced or group-based quizzes.

- **Jeopardy Labs:** Create your own free Jeopardy game with a template. You don't need to register, but if you do want to revise your game later you should register. Once your game is ready it will have its own unique URL that you can put in the LMS so your students can play it. OR you can have your students create questions or an entire Jeopardy game as an assignment.

- **ClassTools.net:** Want students to be able to learn material in a more visual way? What if you can give them fun, interactive online quizzes? This site not only lets you search for already-created content for free, but also gives you a tool to create your own! Search for content in the upper right corner by selecting a subject. Then, find items in the next screen. Click an item. If you'd like to use it in your class, click the third icon at the bottom right of the item that looks like a bolt to get the embed code:

- [ProProfs Brain Games:](#) It's not a fancy site, but you can find brain games, puzzles, other games, or create your own with the possibility to embed them in the LMS.

- [Quizlet.com:](#) This is a good resource to help students study. It's based on flashcards and quiz games to help students memorize material. Teachers can use it by creating flashcard sets and sharing them with students, either in class, or virtually. If you're using Canvas, Quizlet is a built-in app. [Quizlet Help Center](#)

- [StudyBlue.com](#): Make flashcards that can be viewed on mobile devices. This is similar to Quizlet, but perhaps more mobile friendly. Free and pro versions.

- [Chartsbin:](#) Make your own interactive charts and maps. This is free right now. Charts can be about countries, drugs/crime, environment, economic status, social issues, etc. Very cool and powerful tool.

- [Chairs!:](#) This is a $.99 iPad/iPhone app for learning organic chemistry through games.

- [Quandary.com](#): Do you remember the books you might have read as a kid that you were able to choose what is going to happen next? This program is WINDOWS based and allows you to create those types of scenarios for your students. This tool is no longer supported by its creators, but it's still available.

- [Random Word Generator:](#) From creativitygames.net, this site is useful for classes in writing or creative thought. There are built-in creative games like "Life is Like". If you select the game, three random words show up on the screen and students complete a sentence and come up with a creative description (like "life is like a pirate, ……..").

- [Armoredpenguin.com:](#) This site can be used to create custom crossword puzzles, word searches, word scrambles, and other games

- [Exploratorium:](#) this is from San Francisco's Museum of Science, Art & Human Participation. There are a lot of things to explore in terms of learning, science, and more.

- Create online games, from pixilated basics to third person adventure games. Create tours and walkthroughs Windows and iPhone only. http://www.adventuremaker.com

- Jumpcraft: Another online game creator. http://jumpcraft.com

Organizational & Web-based reading Tools

- Insert Learning: this is an extension you can add to Chrome. While on Chrome, if you find an article that is related to a class you teach, you can turn it into a lesson by adding questions, adding comments, and inserting related materials.

- Wakelet: this is a content curation platform, similar to Storify, that's not available any more. Create interactive content collections with videos, social media posts, articles, images, and pretty much anything else. Add the browser extension to make it even easier.

- LiveBinders.com: LiveBinders is a lot of fun and great for organizing websites into a virtual binder that you can access and fill very quickly and easily. Once you download it, an icon appears on your desktop. When you're surfing the net, you can place any site into a binder you've created with a few clicks of your mouse. It's great for storing web resources for courses.

- ⊠   Diigo.com: I love this tool so much! I have the "diigolet" saved in Firefox and what it does is allows me to quickly bookmark any site I visit and save it to an organized place in the 'cloud'. I can share folders or keep things private. You can also tag things to find them quicker. Here's a how to: https://www.youtube.com/watch?v=o0FTC_PAwnE

- Evernote. I use this constantly to keep meeting notes, health journals, and I can even take pictures of things during meetings to remember them (like slides, business cards, etc.). Multi-platform compatible.

- Symbaloo: organize teaching resources, student apps, customize personal learning environments.

- TheHubEdu.com: A website where you can gather and organize resources. You can also share and collaborate resources with students or peers.

- Biblionausium: Although catered to K-8, students can track their reading, and recommend books, and create bookshelves based on topics.

Timeline Creators

- note, most of these probably use Flash, so would not be viable on an iPad

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- More than a timeline, MyHistro incorporates Google maps, timelines, and multi-media into a single presentation

- timetoast.com/ : A very simple timeline creation tool

- Preceden Great tool that has a free account for students and some other pay-based versions.

- capzles.com: Create rich multimedia experiences with video, photo, music, blogs, documents, etc. Can be used for more than timelines.

Virtual Cork Boards

- ✉ Padlet: create and collaborate with the whole world! App-based program available on iTunes and Google Play.

- Linoit is all about collaboratively placing photos and sticky notes on a board, great for planning!

- Miro Whiteboard Robust, collaborative shared board with linking to Google Drive, and much, much more. It's marketed to small teams who need to collaborate. Free version for 3 team members.

- And another collaborative corkboard: http://www.spaaze.com/home. Free and pro versions.

- pearltrees.com Explore related interests with others on the web by connecting pearls and creating trees- a way to gather and share resources.

- Conceptboard: This software facilitates team collaboration in a visual format–similar to mind-mapping, but using visual and textual inputs.

Mind Mapping/Planning

- Presentation/collaboration/mind-mapping tool **for iPad**. SO easy to use.
  http://Popplet.com
  https://itunes.apple.com/us/app/popplet/id374151636?mt=8

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- slatebox.com Mindmapping tool like Popplet but a bit more technical. There's a free individual version- there's a cost for a classroom version.

- mindmaple.com MindMaple is another visual mind mapper- a downloadable software for your computer- Mac and PC

- trello.com Trello is all about project planning in a visual way

- edynco.com/en/ This is mostly a lesson planning tool, but can be also used for mapping and planning

- processon.com/ create free diagrams/charts and share in real-time

- Coggle: A mind-mapping tool designed to help understand student learning.

- XMind A mind-mapping software for use on computers and laptops.

Shared Whiteboards/Screen sharing

- ✉   Join.me: I use this all of the time! Download it to your desktop and when you need to SHOW someone how to do something versus tell them, use this. You give them a code through email, they click on it, and they can see your screen!

- stoodle.ck12.org/ Use your mic, and no account creation is required. From the great folks in K12! Click "launch a classroom," name your room, and share the URL assigned to your room. iPad and desktop compatible

- drawitlive.com Work together with other people to draw in real time. Create a whiteboard and share its URL to allow other people to join in. No password is required, and no special plugins. Includes a chat box for group communication.

- flockdraw.com This is a painting & drawing tool. It makes it easy to draw online free with multiple people for fun or business. You can have unlimited people in a room.

- Twiddla Markup websites, graphics, and photos, or start brainstorming on a blank canvas. Browse the web with your friends or make that conference call

more productive than ever. No plug-ins, downloads, or firewall voodoo - it's all here, ready to go when you are. Browser-agnostic, user-friendly.

- Screenleap allows instant screen sharing to any browser, with no downloads or sign-ins

- Educreations Interactive Whiteboard A whiteboard app that provides students the tool to share understanding and comprehension.

-

Video Collaboration/Editing

- wirewax.com/ tagable interactive video tool

- Mixcut: An all in one tool to create, cut, and collaborate on videos. Free version limits to 1 editor, $50 version allows unlimited editors.

Social Networking

- Twiducate is a simple social networking site for teachers and students (no emails for students required) K-12

- voxopop.com Voxopop is a voice-based e-learning tool. Rather than typing discussions, everything here is voice. Great for language teachers!

Back Channel Chats

- chatzy.com/ A free chatroom. No login required for chat participants. Chat can be saved. Polling (multiple choice questions) is supported as well. No registration, free, no pop up ads, no flash.

- Backchannel Chat: This site offers a teacher-moderated version of Twitter. An extension of the in-the-moment conversation might be to capture the chat, create a tag cloud, and see what surfaces as a focus of the conversation.

Online Polls/Feedback Tools

- ⊠ AnswerGarden is a way to get feedback by asking a question, and responses fill a space in a type of tag cloud. Awesome for in-class checks for understanding (anonymous or not):.

- ⊠ socrative.com/ much more than an online poll, Socrative allows teachers to engage students with quick quizzes, games, questions, and other items using their mobile devices...getting real time feedback.

- activeprompt.org/ image based poll...you create or choose an image, students vote by placing a dot in the location, and you can see a heatmap of responses on the image (very basic tool)

- Polleverywhere.com: Students are using their cell phones for pretty much everything, so why not use them for something related to learning? You can use this free resource to create polls to use in class (best for face to face, I think, or during a live chat session). Students vote (via text message) on a poll you create and show to them on a screen! You can embed the poll by getting the code. Free version only allows for 25 replies.

- Crowd Signal: This is a great way to provide ideas and have students rank/rate them.

- SMSPoll.net: Want to use the tools that almost all of your students have on hand….. their cell phones?? This program allows you to create polls like PollEverywhere, but they are texting-based. They can be embedded just like other polls, but students text their responses. You can put these in Power Points, or use them in class if you want. Free version allows for 300 votes a month.

- Pollmaker A popular polling tool that has some unique features, such as allowing multiple answers to one question.

- The Answer Pad: An app that allows delivery of data to any device using a web browser or the app. With its flexible access and time-saving functionality, The Answer Pad is an ideal tool for your flipped or blended classroom

- Dotstorming: A whiteboard app that allows digital sticky notes to be posted and voted on. This tool is best for generating class discussion and brainstorming on different topics and questions.

- Zoho Survey: Teachers can create surveys that students can access and take using a mobile device. Teachers can see results in real-time.

Quizzes/Practice/Graders

- Quizizz: This might be also in fun & games, but I thought it was appropriate here too. While this seems to be K-12 focused, there's no reason why you can't create something like this for grown ups. Everyone likes games! Create fun, self-paced or group-based quizzes.

- Wizer: This seems to be a K-12 focus, but I think these worksheets can be created as activities for any learning level from K through adult! Use a worksheet activity that has already been created or make one from scratch. Here's a video showing you more: Creating Interactive Activities on Wizer. In Canvas, add the link to the module or put it on a page. No need to "open in a new window" if using as a link in a module.

- Quizalize: Create quizzes to give to your students. They're fun, easy to do, and provide the instructor with great data. The look is a bit childish, but there's nothing wrong with that.

- sidevibe.com/ Create an interactive overlay that floats over any webpage. Teachers create "vibes" that stay on the side of webpages that can include activities, discussions, etc. that students use while accessing the web for classwork.

- Flubaroo - Grade online assignments in a single step

- Textivate creates a range of interactive browser-based activities based on any text you put into a textbox. (Texts of up to 500 words and/or up to 200 matching items). Sort of like quizlet.

- equizshow.com/ Build templates and quiz shows on any topic. Kind of like Jeopardy.

- Edulastic Allows teachers to create standards-aligned assessments quickly and get instant feedback from students to adjust learning.

- eSurvey Creator A tool that allows teachers to quickly and easily build questionnaires and surveys. There is a free option but it's for a limited period of time.

- ForAllRubrics This software is free for all teachers and allows you to import, create, and score rubrics on your iPad, tablet, or smartphone. You can collect

data offline with no internet access, compute scores automatically, and print or save the rubrics as a PDF or spreadsheet.

- Formative This online, all-student response system provides teachers the opportunity to assign activities to students, receive the results in real time, and then provide immediate feedback to students.

- FreeOnlineSurveys Allows teachers to create surveys, quizzes, forms, and polls quickly and easily.

- Google Forms A Google Drive app that allows you to create documents that students can collaborate on in real time using smartphones, tablets, and laptops.

- GoSoapBox: a web-based clicker tool used by educators around the world to keep students engaged and gain real-time insight into student comprehension.

- SurveyPlanet Another survey creation tool that teachers can use to gauge student learning.

Miscellaneous Sites

- Great tech integration rubric from the Arizona K12 Center: https://www.azk12.org/arizona-technology-integration-matrix

- SLR Camera Simulator- learn what SLR camera options do! http://camerasim.com/camera-simulator.html

- Google for Educators

- Crocodoc http://personal.crocodoc.com mark up .pdf's and other files with feedback. If you're using Canvas, this is a built-in feature of Speedgrader.

- Wikimedia Commons: You can find public domain, free media (videos, images, etc.) You can also contribute free stuff here as well.

Sites with Tech Tool Lists

- freetech4teachers: Richard Byrne seems to devote every ounce of his free time into trying tech tools and reporting on them for teachers. He has a newsletter you can subscribe to as well.

- [EduGeek](#) is a way to keep track of the growing number of web tools that can be used in the classroom setting

- Curriculumbits.com offer free online access to a growing range of interactive multimedia e-learning resources. The online Resource library contains games, quizzes, animations and videos in a variety of subjects. http://www.curriculumbits.com

- EduHound – educational topics, templates, technology tutorials and practical tips http://eduhound.com

- [Gapminder](#) - statistical time series, which converts boring numbers into animated and interactive graphics displaying the trends in some cases back to the year 1800

- [Smithsonian Learning Lab](#) – resources for art & design, science a& technology, history & culture and language arts aligned with state standards

- [Media Education Lab Free Resources](#)

Just Really Fun Stuff

- A super cool, customizable pulp magazine cover generator. The Pulp-O-Mizer http://thrilling-tales.webomator.com/derange-o-lab/pulp-o-mizer/pulp-o-mizer.html

Advanced Techniques in Remote Learning
9.21.20
12pm-1:00pm

⇒ **When:** Teaching academy sessions are held from 12 – 1 PM
⇒ **Where:** Remotely / in-person: to be determined (generally AAC 994A)
⇒ **Audience:** The audience is comprised of faculty and staff, sometimes students (generally on faculty in virtual format), ranging from 30-60 individuals.
⇒ **Content:** You are welcome to incorporate anything you feel to be vital to your topic; the amount of detail and depth is per your discretion in regard to time.
⇒ **Presentation Duration:** The presentation should be approximately 45-50 minutes allowing time for questions or additional comments.
⇒ **Presentation:** You are welcome to present using PowerPoint or a variety of delivery styles; some individuals use more interactive methods (group work, etc.); these methods work well. Any handouts that you feel to be relevant can be copied and distributed to the audience. Ultimately, it is how you feel most comfortable delivering information on this topic and how you feel the audience will best receive it.

Description - Seeking to enhance your remote instruction skills, this session offers an overview of techniques that will improve the design of presentations to better engage the audience and reduce lecture time with a variety of engaging learning activities for individuals and groups.

Learning Objectives:

· design effective presentations to engage their remote audience
· discern how to break-up lectures with audience activities
· create engaging activities for individuals and groups during remote learning sessions

TIME	ACTION	TALKING POINTS
3 minutes	Greetings/Introductions/Agenda/Learning Objectives/Disclaimer	• Special Thanks to Faculty Affairs and the Teaching Academy for allowing us the opportunity to share with you all! • Acknowledge Angela and her guidance • NEVER enough time to cover everything, so I'm gonna give you HIGHLIGHTS!
The Highlights of Effective Presentations		
6 minutes	Death by PowerPoint is a thing! • Virtual Mitten Toss - randomly call on folks to give either their pet peeves or their	• Explain that we can't spend TOO much time on this given time constraints, but CTEI can

	favorite techniques about creating presentations.
	• Share video links (to view on their own time):
	     ◦ Don MacMillan: Life after Death by Powerpoint
	     ◦ Presentation on Presentations – Siqi Chen – Presentation is Storytelling (and Magic!)
		share more info if they reach out to us.

Discern how to break-up lectures with audience activities		
TIME	**ACTION**	**TALKING POINTS**
5 minutes	**Some Best Practices – there are so many more!** 1. Know your audience 2. Proper Planning! (5 P's) 3. Use a storyboard/outline 4. PRACTICE! 5. Show your passion! 6. Tell a story 7. Use your voice/body effectively 8. Have some FUN!	Other ideas? Let's do a word cloud!
Create engaging activities for individuals and groups during remote learning sessions		

12 minutes	Break into zoom room groups (3-5 people per group)
	1. Bond for a minute
	     a. Select a speaker
	     b. Select a note-taker
	     c. Select a time keeper
	2. Using Google Doc (link provided)
	     a. Identify the problem (your top 3 pet peeves about remote instruction)
	     b. Discuss your solutions for those pet peeves – what are you doing to solve the problem
	     c. Resolve the issue – your solutions for those pet peeves – what are you doing to solve the problem
	3. Come back to main session
		What's the point of breaking into rooms?
		
		The whole premise of Rush Learning! Learn by doing:
		
		We just used several tools that reflect advanced teaching techniques:
		
		1. IDR – Identify/discuss/resolve
		2. Create Relationships
		3. Give the students the mic
		4. Encourage participation
		5. Put folks at ease by allowing them to talk about what they already know
		6. Establish a "starting point" by determining how advanced your audience is (or not)
		7. IDR – Identify, Discuss, Resolve
		8. Keep it simple

8 minutes	a. Share with the larger group using google doc b. Let's discuss	
7 minutes	4. Polling – use a poll to ask who uses polls, then talk about: a. Zoom polls	Short/sweet/grabs student attention – makes it fun – keeps it low stakes

	b. Poll everywhere c. Outside tools – be careful!	
3 minutes	5. Hive mind	Great way to empower students and create learning

3 minutes	6. Tools and how to get them
	   a. Not all tools created the same
	   b. Premium vs. Freemium
	   c. How to get new tools
		• Digital Tools
		• Angela's Bells & Whistles pdf
		• Process to obtain institutional licences
		• Reminder – this was an OVERVIEW! So much more out there…

2 minutes	7. Connection and closure
	   a. Q & A
	   b. CTEI Contact Info
	   c. How to reach ID's
		THANK YOU!

Total 48 minutes

Last 12 minutes for questions, comments, etc.

Disclosure

The program content and structure for this presentation were conceived and designed by the facilitator. Your facilitator has disclosed that there is no actual or potential conflict of interest regarding this program. The planners, editors, faculty and reviewers of this activity have no relevant financial relationships to disclose. This program was created without any commercial support.

Common Remote Work Challenges

Two sides of the same coin

Distracted

Can't stop working

- **Determine your working hours & communicate this to others**

- **Create separate workspace**

- **Create your own "commute"**

- **Create your own background noise**

Isolation

- **Take advantage of collaboration software (Teams, Slack, etc.)**
- **Be deliberate about planning social activities with colleagues**

Visibility (or lack thereof)

OVER communicate about:

- your accomplishments
- your workload
- your priorities

Can't get anything done

Stop, think, plan

Self-reflection

Choosing to say "no"

- **What is most important to you?**

- **When are your peak performance hours?**

- **Schedule breaks for food**
- **Eat foods with necessary nutrients, not just what's convenient**
- **Sleep**
- **Prioritize time for activities that refill your emotional & physical capacity**

Additional Resources – CILL Micro-learnings

Working from Home Part 1 – Individuals

https://www.rushu.rush.edu/education-and-training/center-innovative-and-lifelong-learning/continuing-education/covid-19-resources/working-remotely-cill-micro-learning

Working from Home Part 2 – Managers

https://www.rushu.rush.edu/education-and-training/center-innovative-and-lifelong-learning/continuing-education/covid-19-resources/managing-remotely-cill-micro-learning

Virtual Presentation Basics

https://www.rushu.rush.edu/education-and-training/center-innovative-and-lifelong-learning/continuing-education/covid-19-resources/virtual-presentation-basics

Combating Zoom Fatigue

https://www.rushu.rush.edu/education-and-training/center-innovative-and-lifelong-learning/continuing-education/covid-19-resources/combating-zoom-fatigue-cill-micro-learning
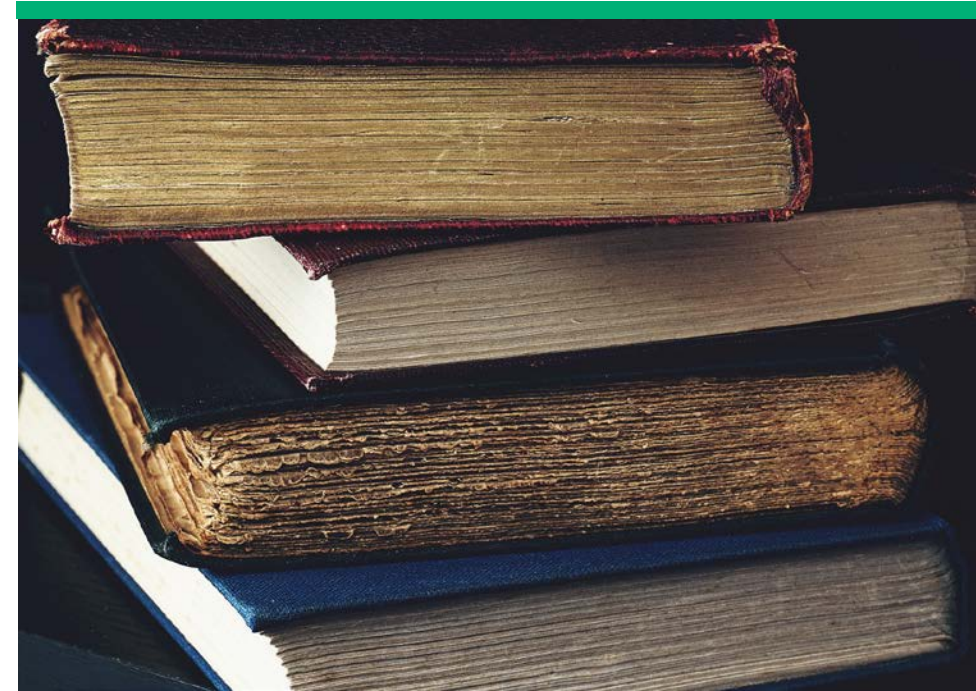
NUTRITION and CHRONIC DISEASES

Christy Tangney, PhD, FACN, CNS

Professor, Department of Clinical Nutrition

& Department of Preventive Medicine

Tuesday, Jan 18th 2022 12 noon-1pm

OBJECTIVE

Review nutritional practices that protect us from chronic diseases—hypertension, diabetes, cardiovascular diseases

Diabetes, Hypertension, and Heart disease climbed amid Covid, CDC says

- *Biggest increases in deaths from both diseases in 20 years*

- *Blood pressures also have risen[2]*

[1] *CDC report. June 2021*
[2] *Laffin LJ. Circulation 2021*

Diabetes Prevention Program (DPP)

A Randomized Clinical Trial to Prevent Type 2 Diabetes in Persons at High Risk

http://diabetes.niddk.nih.gov/dm/pubs/preventionprogram

Modifiable Risk Factors for Type 2 Diabetes

- **Obesity**

- **Body fat distribution**

- **Physical inactivity**

- **Elevated fasting and 2 hr glucose levels**

Study Interventions

Eligible participants

⬇

Randomized

⬇

Standard lifestyle recommendations

Annual 20- to 30 min individual session on healthy lifestyle
FGP, NCEP I, reduce weight and increase activity

Intensive
Lifestyle
(n = 1079)

Metformin
850mg x1..x2
(n = 1073)
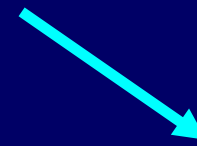
Placebo

(n = 1082)

Lifestyle Intervention

An intensive program with the following specific goals:

- \> 7% loss of body weight and maintenance of weight loss

  – Dietary fat goal -- <25% of calories from fat

  – Calorie intake goal -- 1200-1800 kcal/day

- \> 150 minutes per week of physical activity

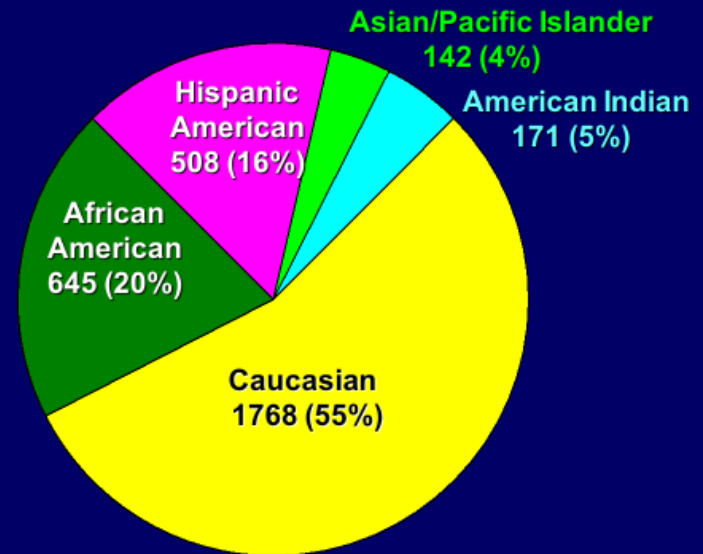- Lifestyle support staff: Case Managers; RDs, Behavior counselor, Exercise specialists

27 Diabetes Prevention Program Clinics

Eligibility Criteria

Age $\geq$ 25 years

Plasma glucose

    2-hr glucose 140-199 mg/dl &

    Fasting glucose 95-125 mg/dl

Body mass index $\geq$ 24 kg/m^2

All ethnic groups

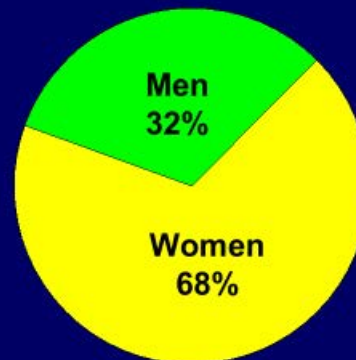   goal of up to 50% from high risk populations

Asian/Pacific Islander 142 (4%)
American Indian 171 (5%)
Hispanic American 508 (16%)
African American 645 (20%)
Caucasian 1768 (55%)

The DPP Research Group, *Diabetes Care* 23:1619-29, 2000

DPP Population
mean Age=51; BMI=34; 45% minority

Sex Distribution
Men 32%
Women 68%

Age Distribution
$\geq$ 60 20%
25-44 31%
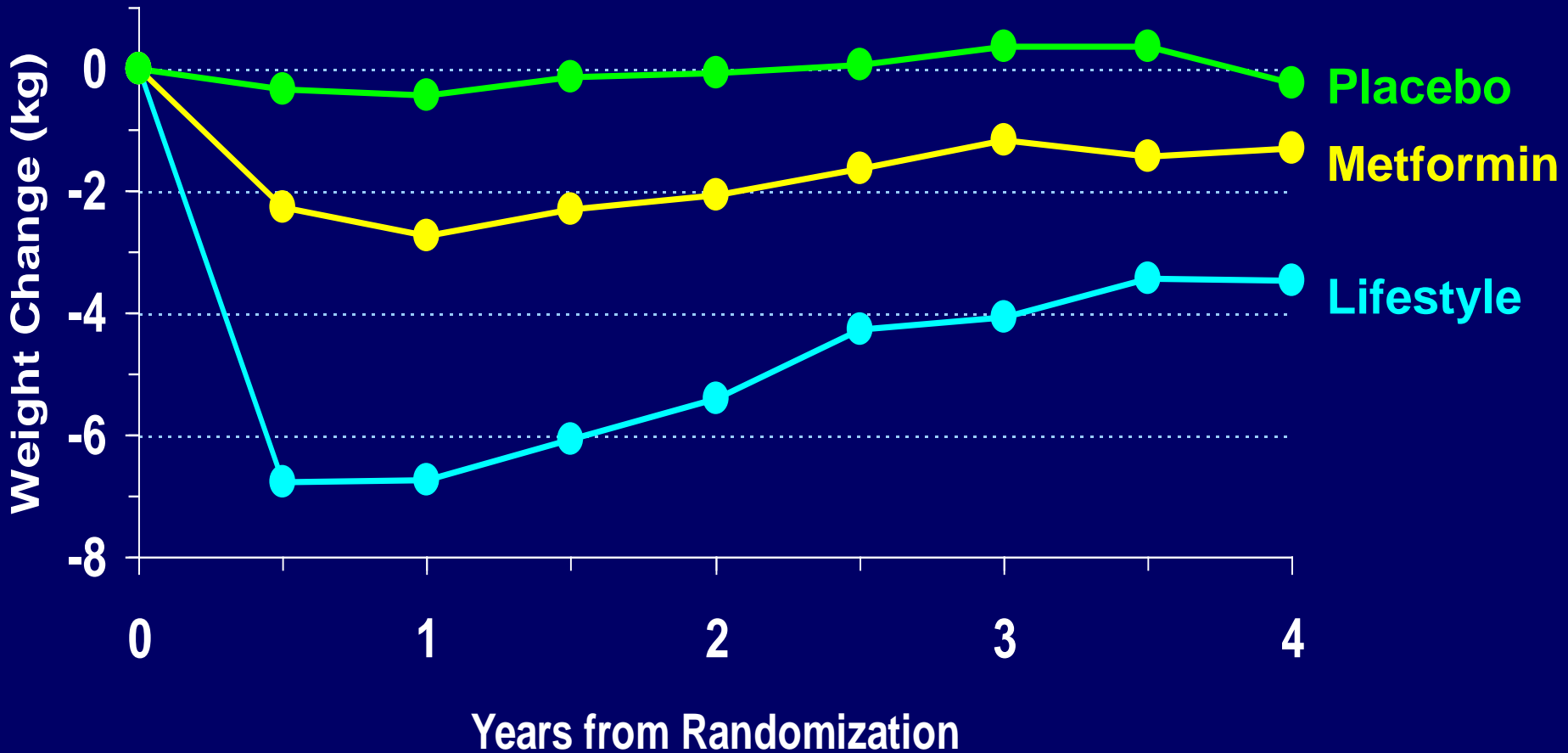45-59 49%
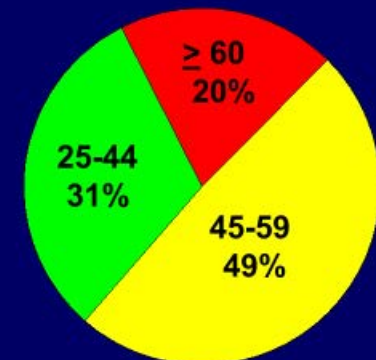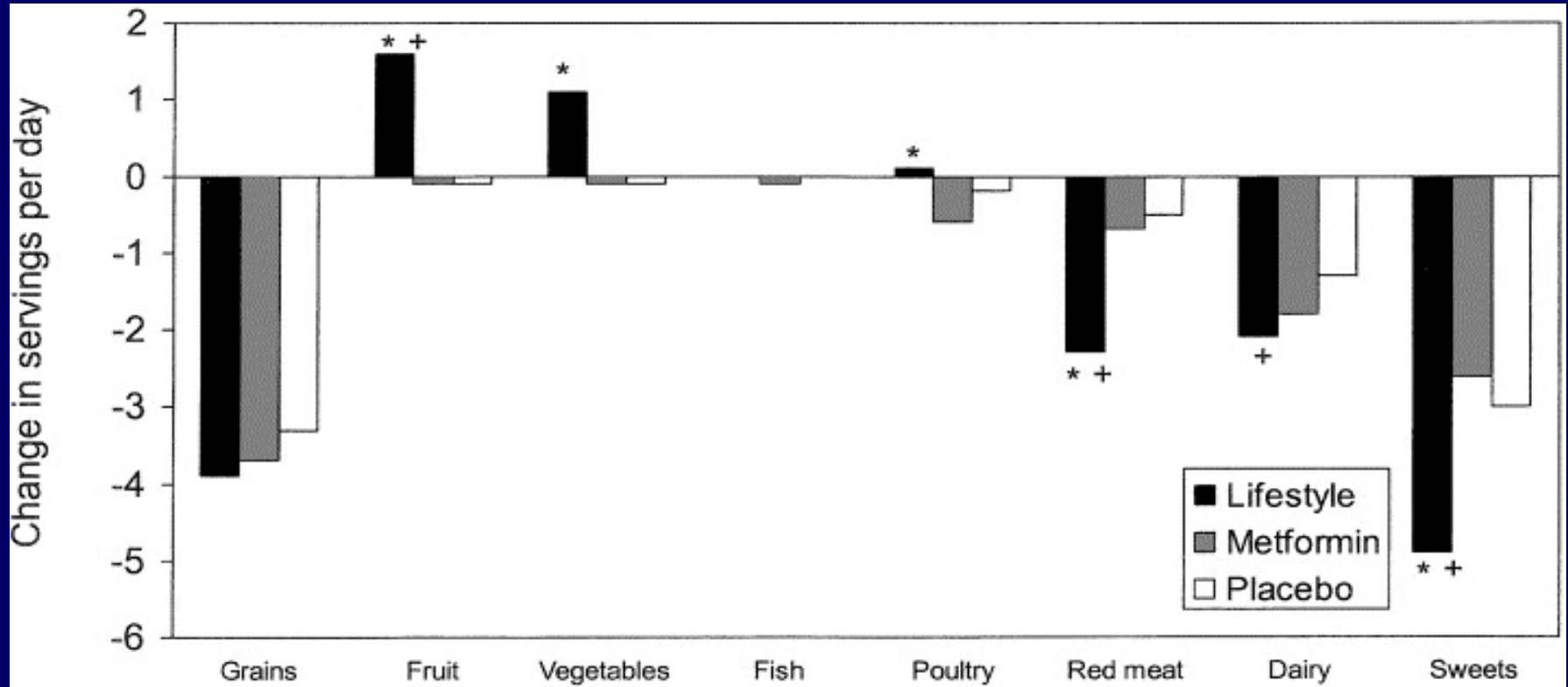
Change in consumption of foods, baseline to 1-year post randomization, by treatment group. Statistical significance for pairwise comparisons (p < 0.003) is shown only when overall treatment effect was demonstrated (p < 0.01). ***between Lifestyle and Metformin; + between Lifestyle and Placebo.***
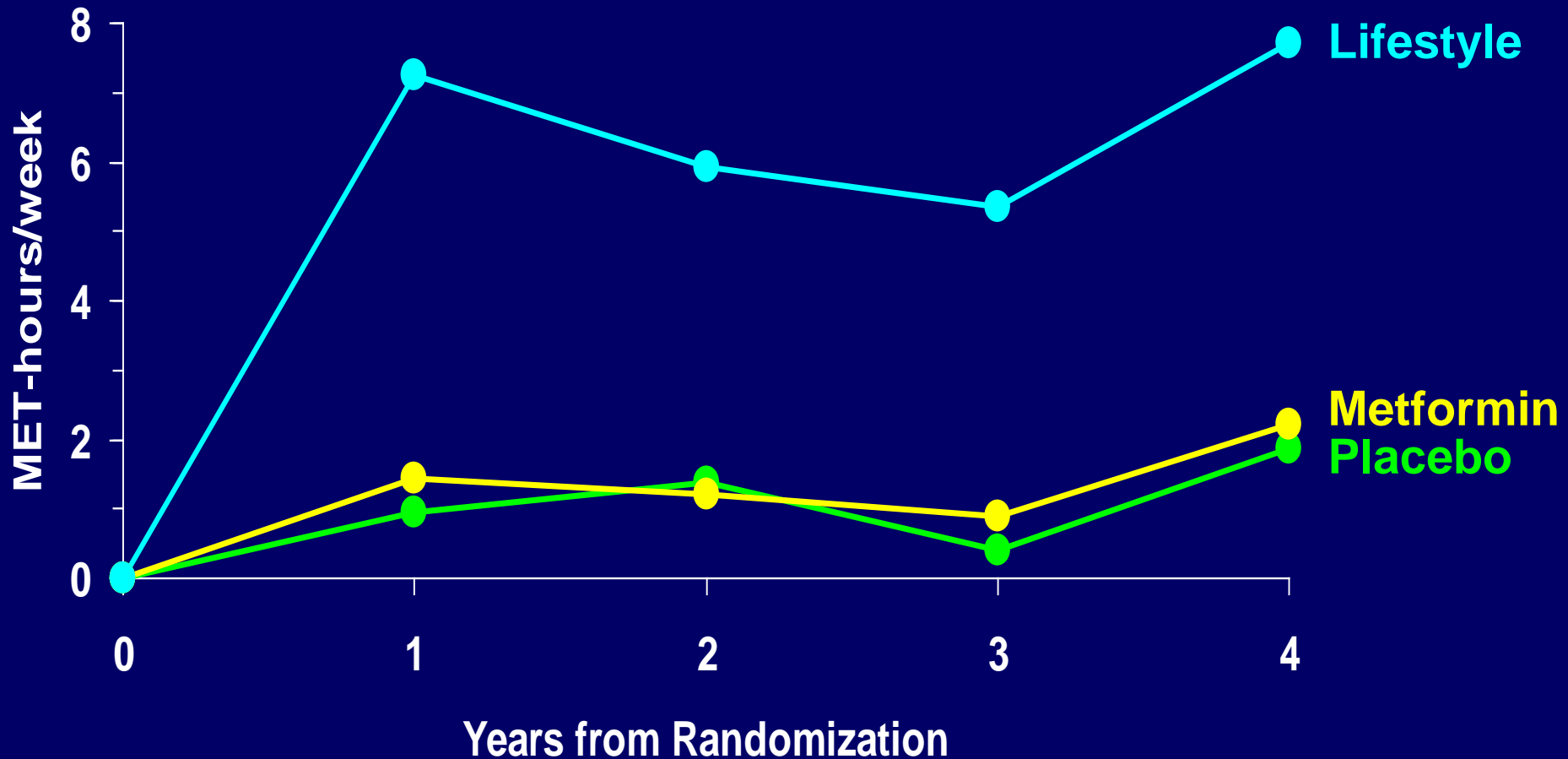
Mean Weight Change

Y-axis: Weight Change (kg), ranging from 0 to -8

X-axis: Years from Randomization, 0 to 4

Series labels: Placebo, Metformin, Lifestyle

The DPP Research Group, *NEJM 346*:393-403, 2002

Mean Change in Leisure Physical Activity

Incidence of Diabetes

Placebo (n=1082)

Metformin (n=1073, p<0.001 vs. Placebo)

Lifestyle (n=1079, p<0.001 vs. Metformin , p<0.001 vs. Placebo)

Risk reduction
31% by metformin
58% by lifestyle

Cumulative incidence (%)

Years from randomization
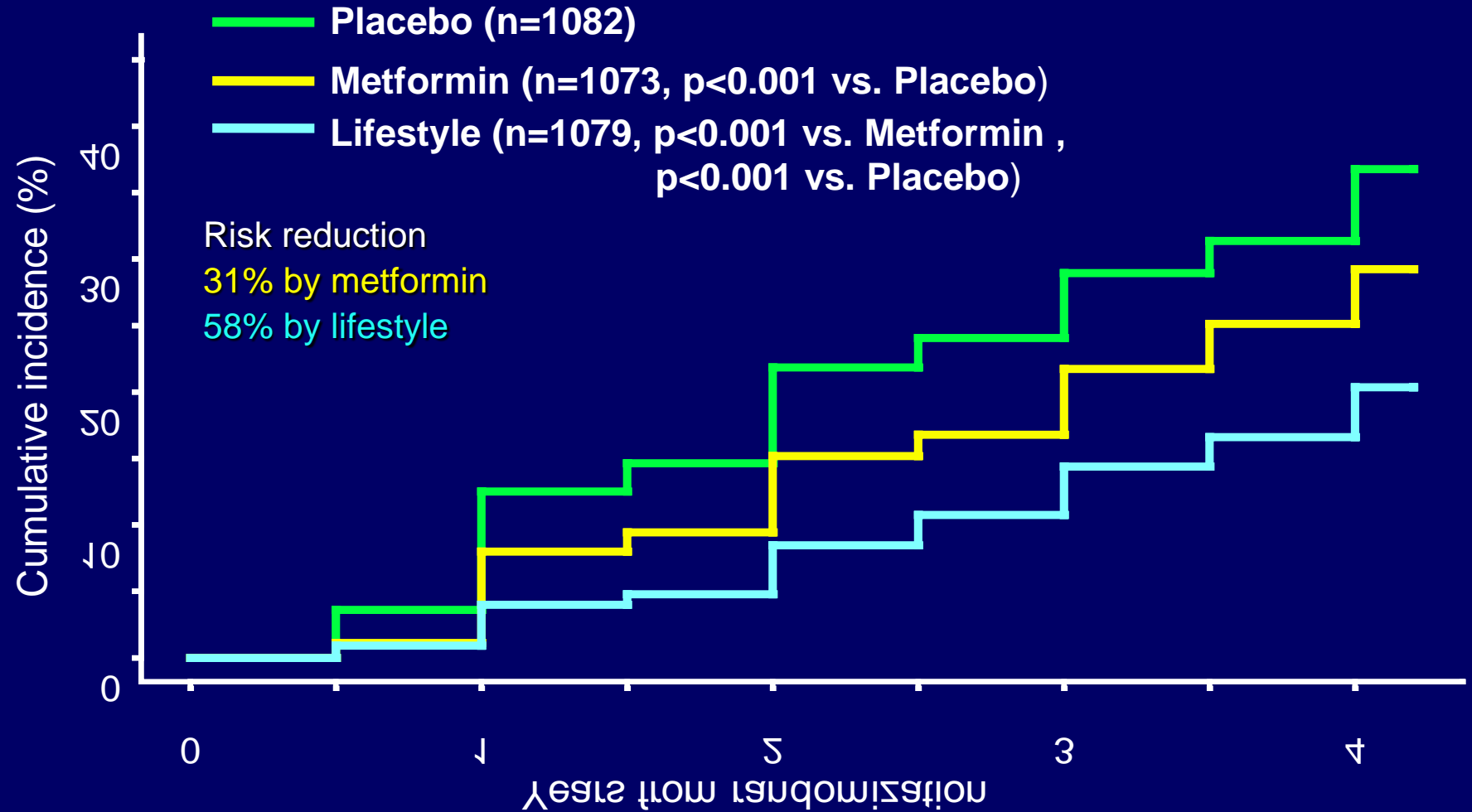
The DPP Research Group, *NEJM 346*:393-403, 2002

Diabetes Incidence Rates by Ethnicity

The DPP Research Group, *NEJM 346*:393-403, 2002
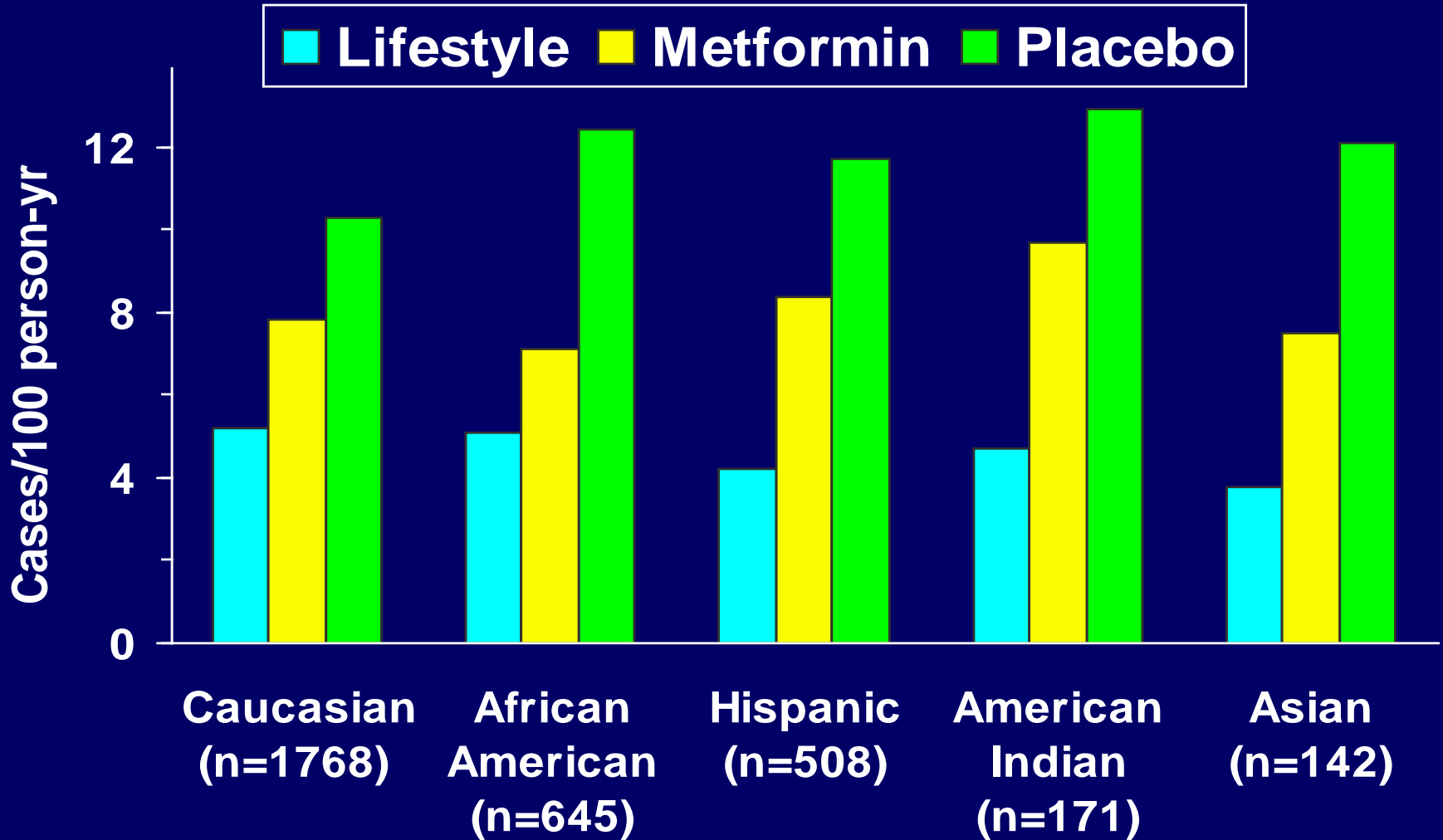
Consistency of Treatment Effects

- Lifestyle intervention was beneficial regardless of ethnicity, age, BMI, or sex

- The efficacy of lifestyle relative to metformin was greater in older persons and in those with lower BMI

- The efficacy of metformin relative to placebo was greater in those with higher baseline fasting glucose and BMI

Mean Change in HbA$_{1c}$

The DPP Research Group, *NEJM 346*:393-403, 2002
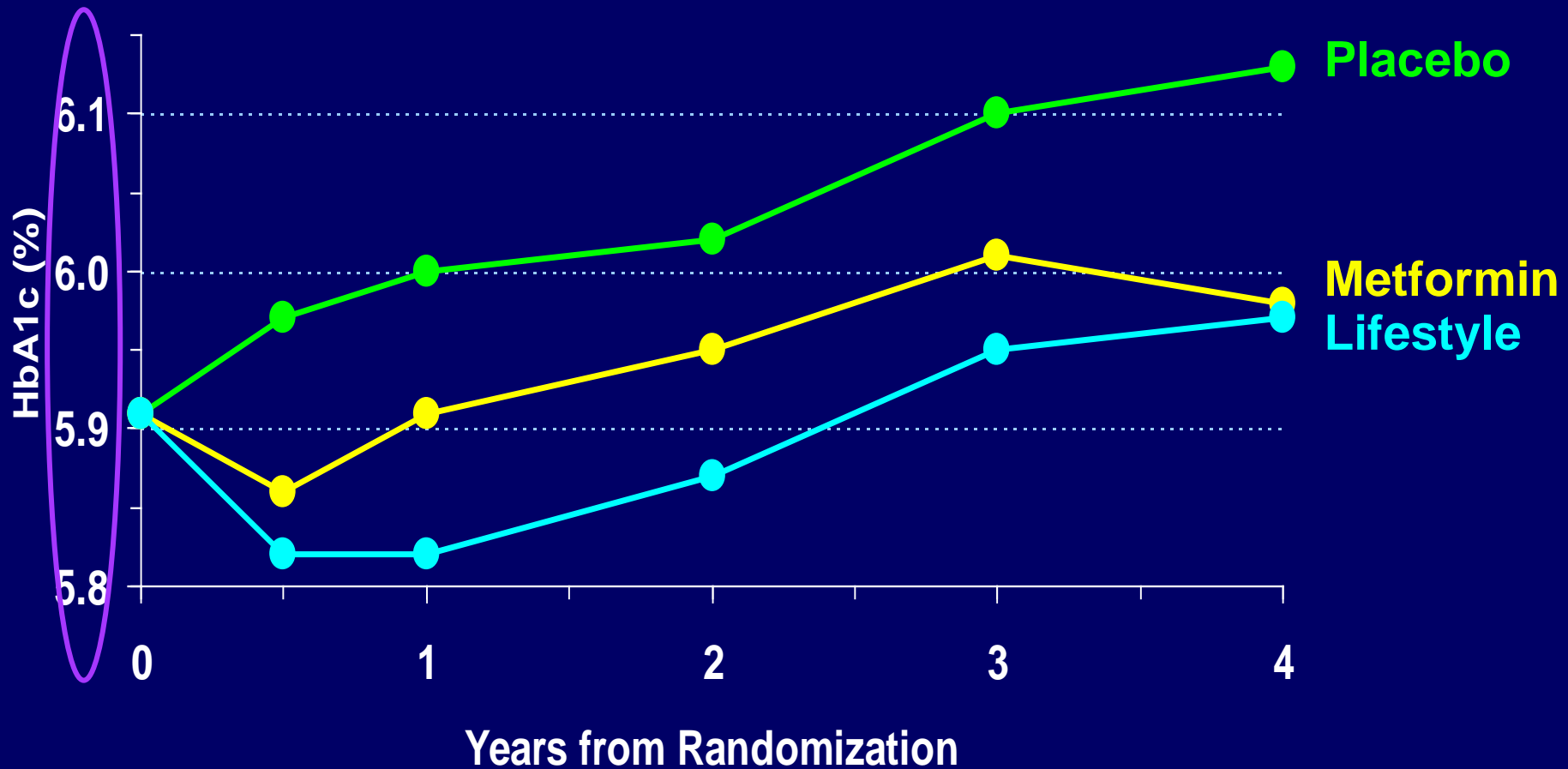
LIFESTYLE WORKS WELL

Weight LOSS through diet and physical activity

Eligibility Criteria

National DPP Criteria

- **AGE: GE 18 yrs (GE 25)**
- **BMI: GE 25 (Asian GE 23 (22)**
- **Any one of the following:**
  - **HbA1c: 5.7-6.4%**
  - **FPG 100-125mg/dL (99-125)**
  - **2hr Glucose: 140-199 mg/dL**
  - **Hx of gestational diabetes**

All criteria in green: original DPP

Medicare DPP criteria

- **AGE: GE 65 yrs**
- **BMI: GE 25 (Asian GE 23)**
- **Any one of the following:**
  - **HbA1c: 5.7-6.4%**
  - **FPG 110-125mg/dL**
  - **2hr Glucose: 140-199 mg/dL**
  - **Hx of gestational diabetes**

DPP

Number and Characteristics of US Adults meeting Prediabetes Criteria for DPP: NHANES 2007-2016

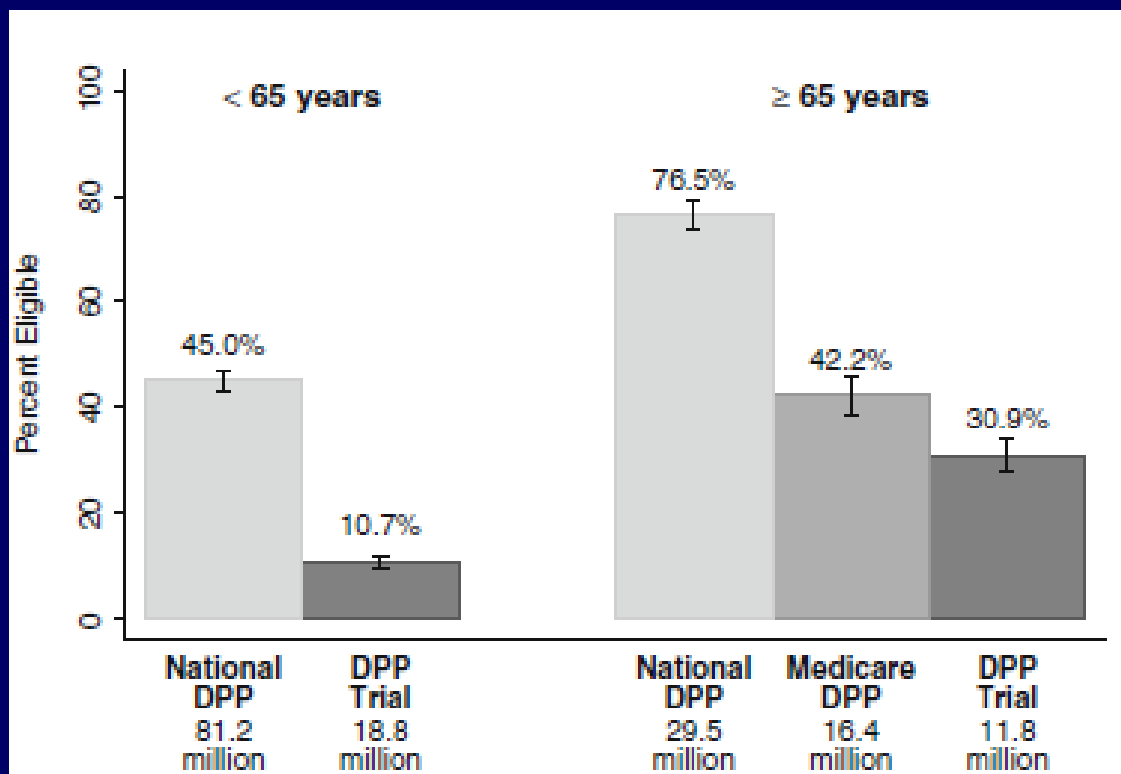

Fig. 1 Proportion and number of US adults aged ≥ 20 years meeting eligibility criteria for Diabetes Prevention Programs, stratified by age <65 years and ≥65 years, NHANES 2007–2016. Standardized to the 2016 US adult population using the American Community Survey.

Lee AK et al *J Intern Med* 2019; 34(8):1400-2.

# Hypertension: Often Antecedent to Heart Disease, Stroke

- Feeding outpatient trials
  - DASH or the Dietary Approaches to Stop Hypertension
  - DASH Reduced Sodium
- Multiple Domain/Strategy Trial: PREMIER
  - DASH
  - Sodium
  - Weight Loss
  - Alcohol Moderation
  - Physical Activity

  o FAITH Trial: Specifically African Americans
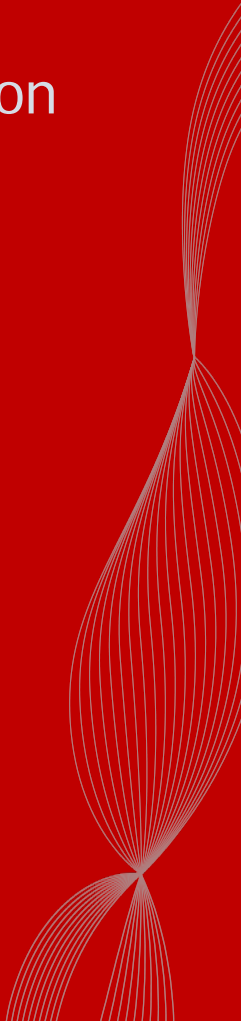
The DASH Diet Comparisons

| Food Group	Control	Fruit & Vegetable	COMBIN-ATION
Fruit & Vegetables (Svg/d)	3.5	8.5	9.6
Whole Grains (Svg/d)	0	3.8	4.1
Low fat Dairy (Svg/d)	0.1	0.0	2.0
Beef, Pork, Ham (Svg/d)	1.5	1.8	0.5
Snacks & Sweets (Svg/d)	4.1	1.4	0.7
Fiber (g/d)	9	31:Same w Cm	31 Same w F & V
Saturated Fat (% kcal)	15	13	7
Poatssium (mg/d)	1752	4101	4415
Sodium	3028	2816	2859

Appel LJ et al. *NEJM* 1997;336:1117
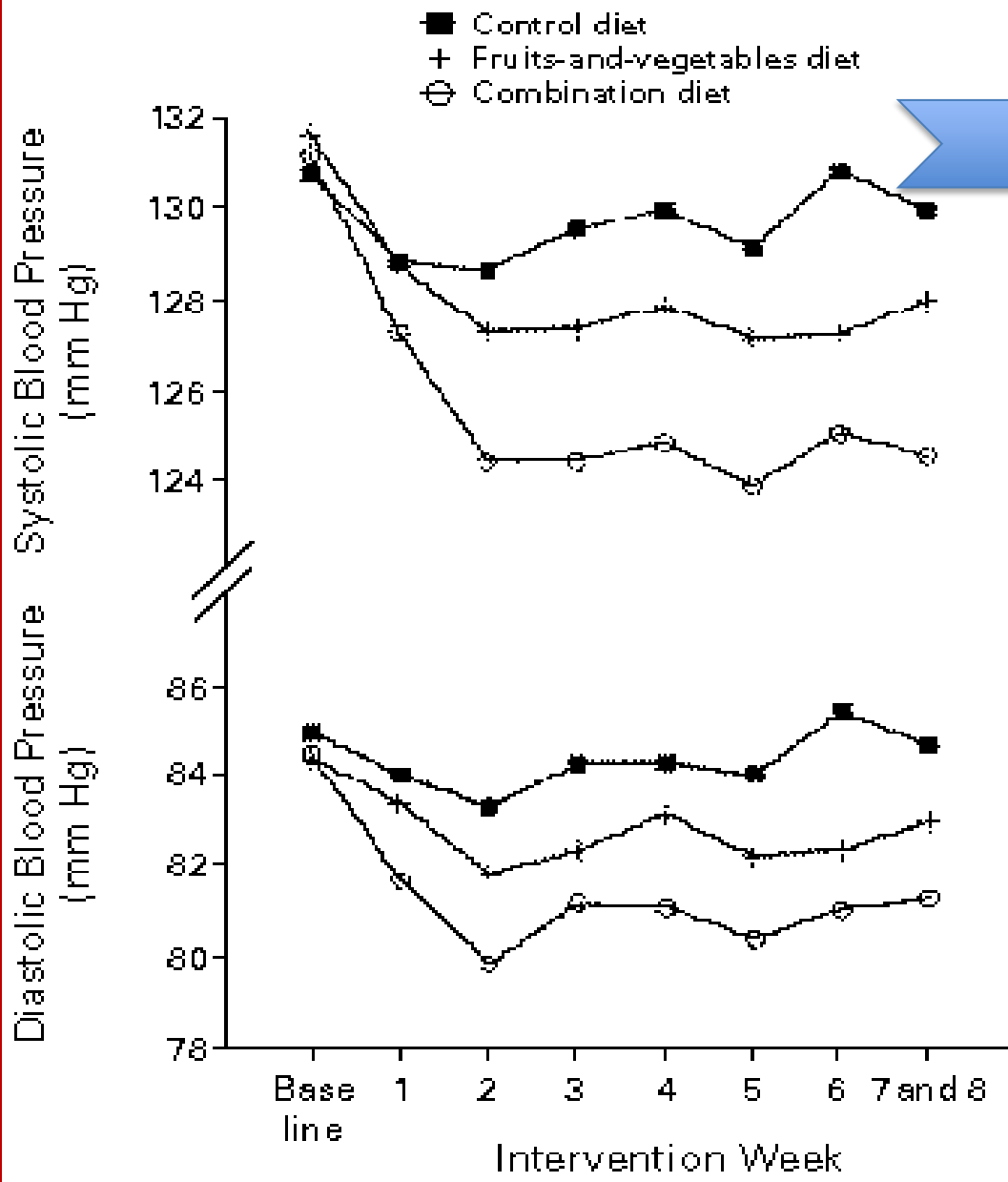
8813 screened, 502 run-in, 459 randomized

=DASH diet

DASH Drops the Pressure
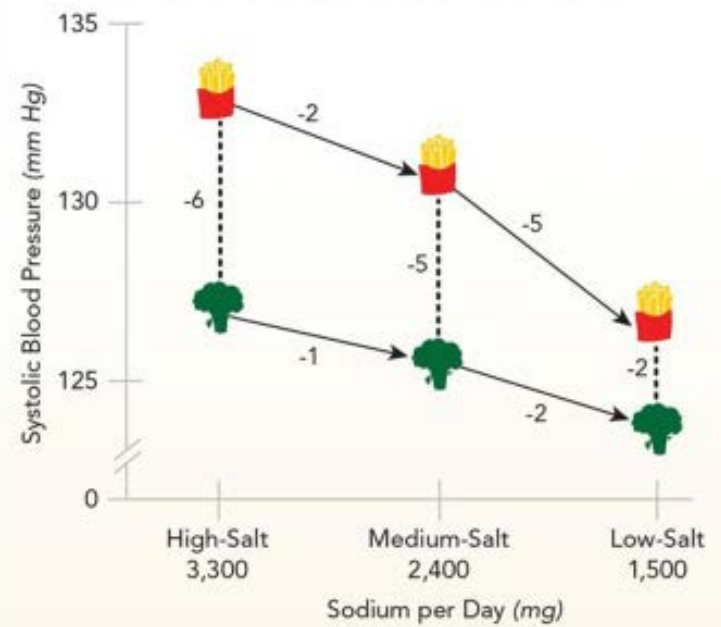
Switching from a typical U.S. diet ( ) to a DASH diet ( ) cuts blood pressure by an average of 6 points. Pressure drops 1 more point if you switch to a medium-salt diet and another 2 points if you eat a low-salt diet.

Source: Adapted from *N. Engl. J. Med.* 344: 3, 2001.

Sacks FM et al. *NEJM* 2001;344:3

Now, in a free-living setting... not days but months (18)...

PREMIER: Comprehensive Lifestyle for Blood Pressure Control

Simultaneously look at the influence of the **DASH diet pattern**, reduced sodium, weight reduction (15 lb in 6 mo), physical activity (180 min/wk), ETOH moderation (0.5 to 1 oz)

4 clinical centers, 810 adults, 50 and up, 34% AA

3 treatments

- Established lifestyle
- DASH + Established lifestyle
- Advice Only

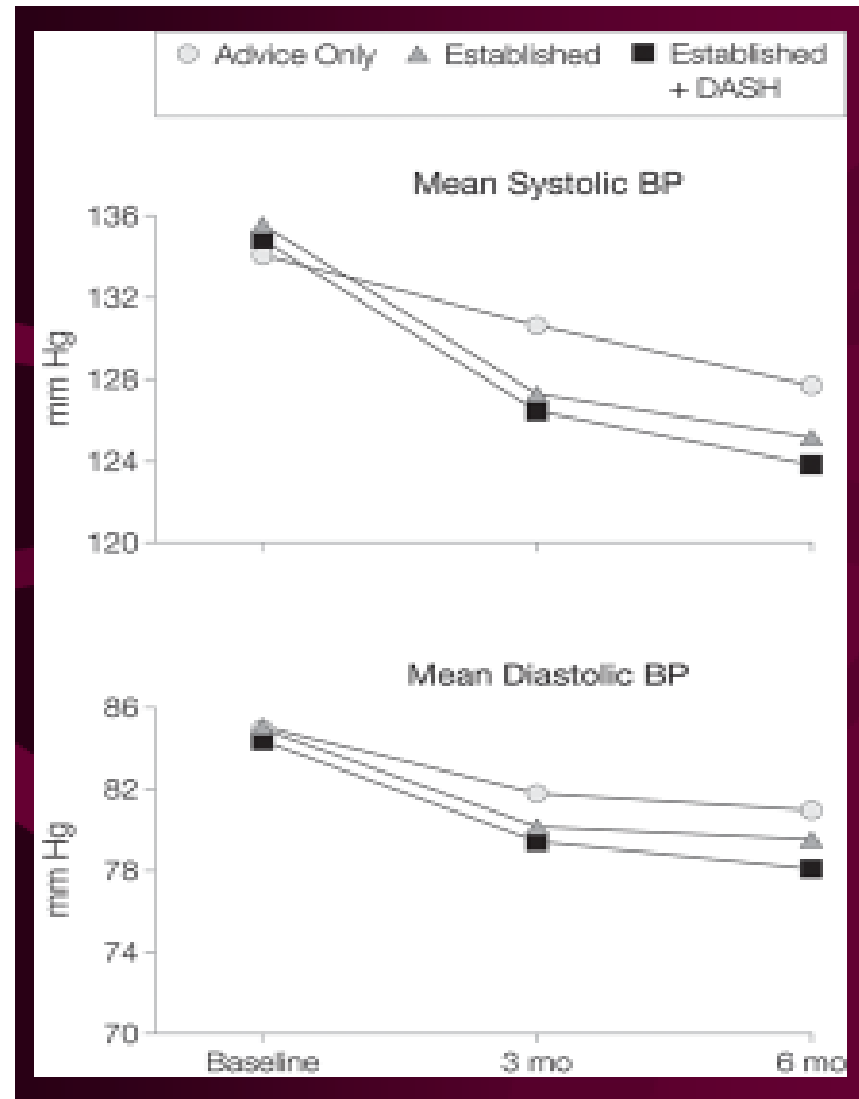# PREMIER: Comprehensive Lifestyle for Blood Pressure Control

Active groups were effective in lower BPs, especially systolic

After subtracting change in advice only, net reduction

SBP was 3.7 mm Hg ($P<.001$) Established group

4.3 mm Hg ($P<.001$) in the established plus DASH group

Elmer P et al. JAMA 2003;289;2083

Premier Outcomes at 18 months

- OR for HTN at 18 mo was 0.83 (0.67-1.04) for EST; 0.77 (0.62-0.97) for EST + DASH
  - Only latter group was significant

Both behavioral interventions significantly
  - reduced weight(-2.2kg,-2.7kg, p < 0.001 for ea)
    - 25% met goal of 15#
  - Reduced urinary sodium excretion significant for both interventions (lowered sodium INTAKE)
  - improved fitness
    - Reduction in heart rate -2.1 beats/min for est +DASH NS
  - Reduced fat intake

Hypertension: Next Steps... To Community

EDITORIAL

Of Barbershops and Churches
Can Community-Based Interventions Improve Cardiovascular Risk in High-Risk Patients?

See Article by Schoenthaler et al

Jeremy B. Sussman, MD, MS
Michele Heisler, MD, MPA

Black Americans experience higher rates of poorly controlled hypertension and related complications, including kidney disease and stroke, than white Americans. Indeed, hypertension explains most of the racial gap in mortality between black and white adults in the United States.[1] Well-known historical atrocities, such as the Tuskegee Syphilis Study or the long-standing respect accorded to the gynecologist J. Marion Sims—whose greatest accomplishments come from unethical experimentation on black slaves—play a role in this distrust. These plus regular experiences with discrimination harm people's trust in formal health care systems, resulting in decreased use of health care, in turn contributing to higher rates of hypertension. Other barriers to care, such as living in areas with fewer healthcare providers, fewer specialists, less healthy food, lower insurance rates, or having jobs that make attending visits more difficult, are all more common in black than white Americans, making clinic-based hypertension control even more difficult.[2]

Two promising strategies to increase trust, engagement, and access in hypertension care and self-management are to bring health care programs to community settings and to have trusted individuals deliver the programs. In this issue, Schoenthaler et al[3] present the results of the Faith-based Approaches in the Treatment of Hypertension (FAITH) in Blacks study, a church-based program in New York. In this cluster randomized trial, 32 black churches were randomized so that their parish-
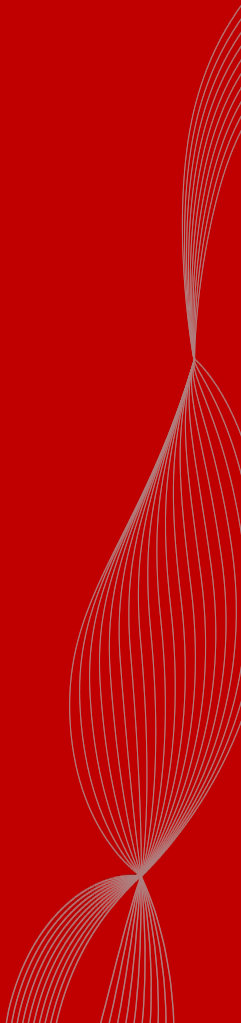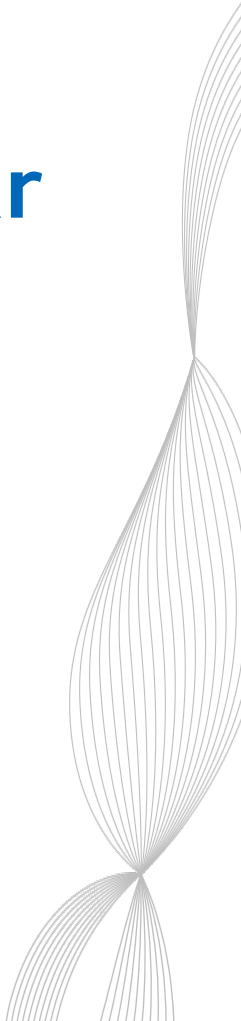
What about Dietary Patterns or Strategies that alter Cardiovascular Endpoints?

Composite endpoint of cardiovascular death, myocardial infarction, stroke
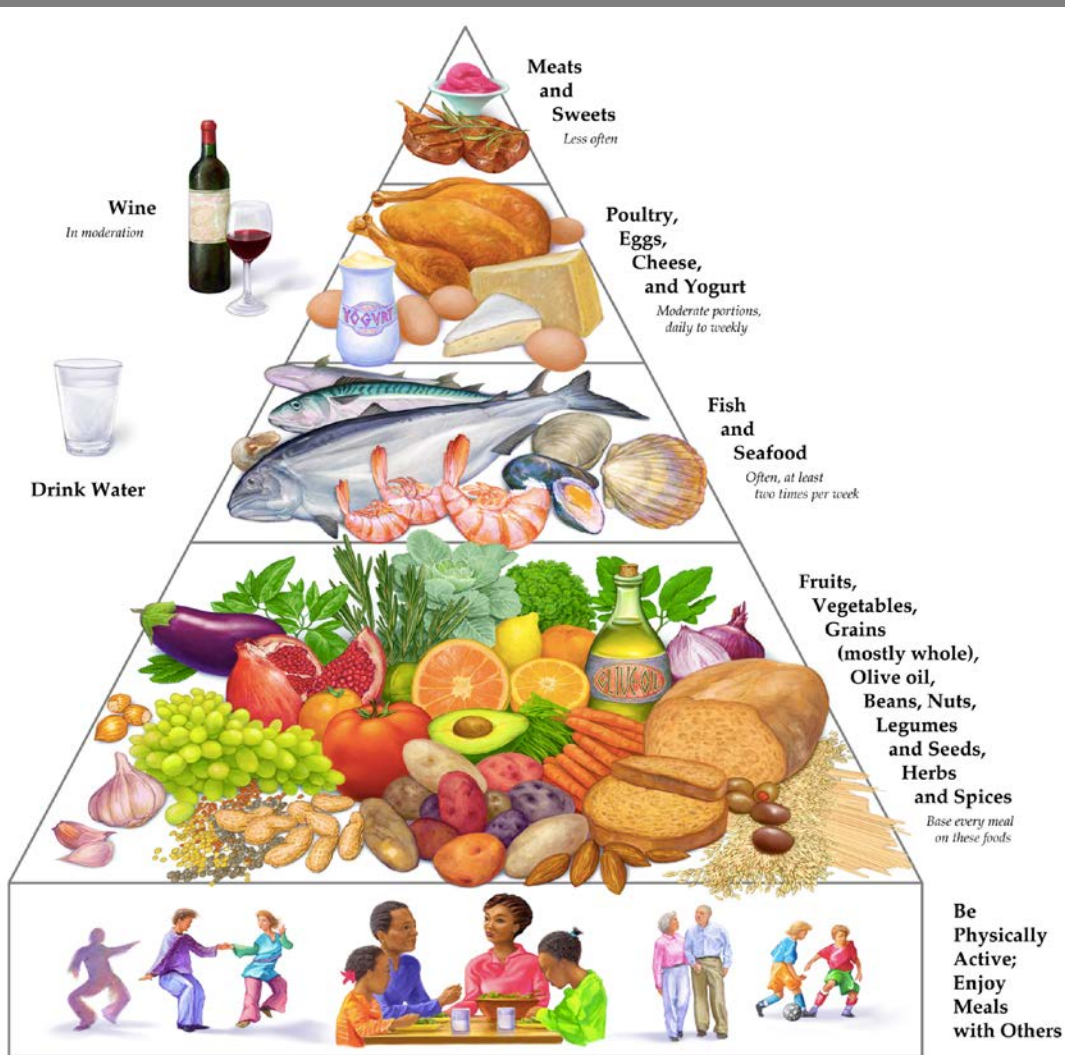
Any RCTs?

Prospective Cohorts?

What was the PREDIMED (PREvención con DIeta MEDiterranea) trial?

- Objective: to test the effectiveness of a **Mediterranean diet** on primary prevention of cardiovascular disease in high-risk adults (n=7447)
- Eligible
  - *Type 2 diabetes OR*
  - *3 or more risk factors*
    - *smoking, HTN, LDL ≥ 160mg/dL, HDL ≤ 40mg/dL for men 50 mg/dL for women, BMI ≥ 25, family hx of premature CHD*
- Randomized to one of 3 treatment arms
  - 1. Mediterranean diet instruction plus extra virgin olive oil (EVOO)
  - 2. Mediterranean diet instruction plus mixed nuts (walnuts, almonds, hazelnuts)
  - 3. Low fat control diet

Mediterranean Diet

Meats and Sweets — Less often

Wine — In moderation

Poultry, Eggs, Cheese, and Yogurt — Moderate portions, daily to weekly

Drink Water

Fish and Seafood — Often, at least two times per week

Fruits, Vegetables, Grains (mostly whole), Olive oil, Beans, Nuts, Legumes and Seeds, Herbs and Spices — Base every meal on these foods

Be Physically Active; Enjoy Meals with Others

Illustration by George Middleton

© 2009 Oldways Preservation and Exchange Trust • www.oldwayspt.org

1. Versatile
2. Covers all major food groups
3. Diverse flavors = global cuisine
4. Low in saturated fat but plenty of healthy fats: EVOO=extra virgin olive oil
5. Low in processed foods
6. Physical Activity- Social engagement

Panagiotakos 2007 *Preventive Medicine*
Trichopoulou 2003 *NEJM*
Estruch 2013 *NEJM*

Interventions

2 Mediterranean

- ~1 liter /wk **<u>EVOO</u>**

OR

- 30 g **<u>mixed nuts</u>** (15 g walnuts (7.5g), hazelnuts, almonds)
- RDs *individual and group sessions quarterly*
  - 14 item MEDAS screener each quarter

Control: Low Fat

- Small nonfood gifts
- RDs at baseline visit
- Low fat diet *once a year for first 3y*
- At yrs 4 and 5, same frequency of sessions at MED groups, 9 item diet screener

Extra Virgin Olive Oil (EVOO) in comparison to other oils

- Extra virgin olive oil: least processed, **most polyphenols, vitamin E and vitamin K**

EVOO	Coconut	Corn
❤ 14 % Saturated Fats	❤ 91 % Saturated Fats	❤ 13 % Saturated Fats
❤ 72% MUFAs	❤ 6 % MUFAs	❤ 28 % MUFAs
❤ 55-83% oleic	❤ 6% oleic	❤ 28% oleic
❤ 14 % Total PUFA (not hydrogenated)	❤ 3 % Total PUFA (not hydrogenated)	❤ 55 % Total PUFA (not hydrogenated)
❤ < 1.5% Omega 3	❤ 0% Omega 3	❤ 1% Omega 3

Why this Combo: Nuts

- U.S. FDA approved a qualified health claim
  - Eating <u>1.5 ounces/day</u> of nuts may reduce the risk of CHD
  - 5 or more times a week can lower LDL by 2 -19%
  - These 3 nuts were part of PREDIMED (serving size 1 1oz)

Almonds	Hazelnuts	Walnuts
♥ 164 Calories	♥ 178 Calories	♥ 185 Calories
♥ 14.4 g Fat	♥ 17.2 g Fat	♥ 18.5 g Fat
♥ 9.1 g MUFA	♥ 12.9 g MUFA	♥ 2.5 g MUFA
♥ 0.2 g omega-3	♥ 0.2 g omega-3	♥ **2.6 g omega-3**
♥ 3.3 g Fiber	♥ 2.7 g Fiber	♥ 1.9 g Fiber
♥ 6.0 g Protein	♥ 4.2 g Protein	♥ 4.3 g Protein

Polyphenols as well

Reduction in CVD events and death with Mediterranean Diet

96, 83, 109 events

A Primary End Point (acute myocardial infarction, stroke, or death from cardiovascular causes)
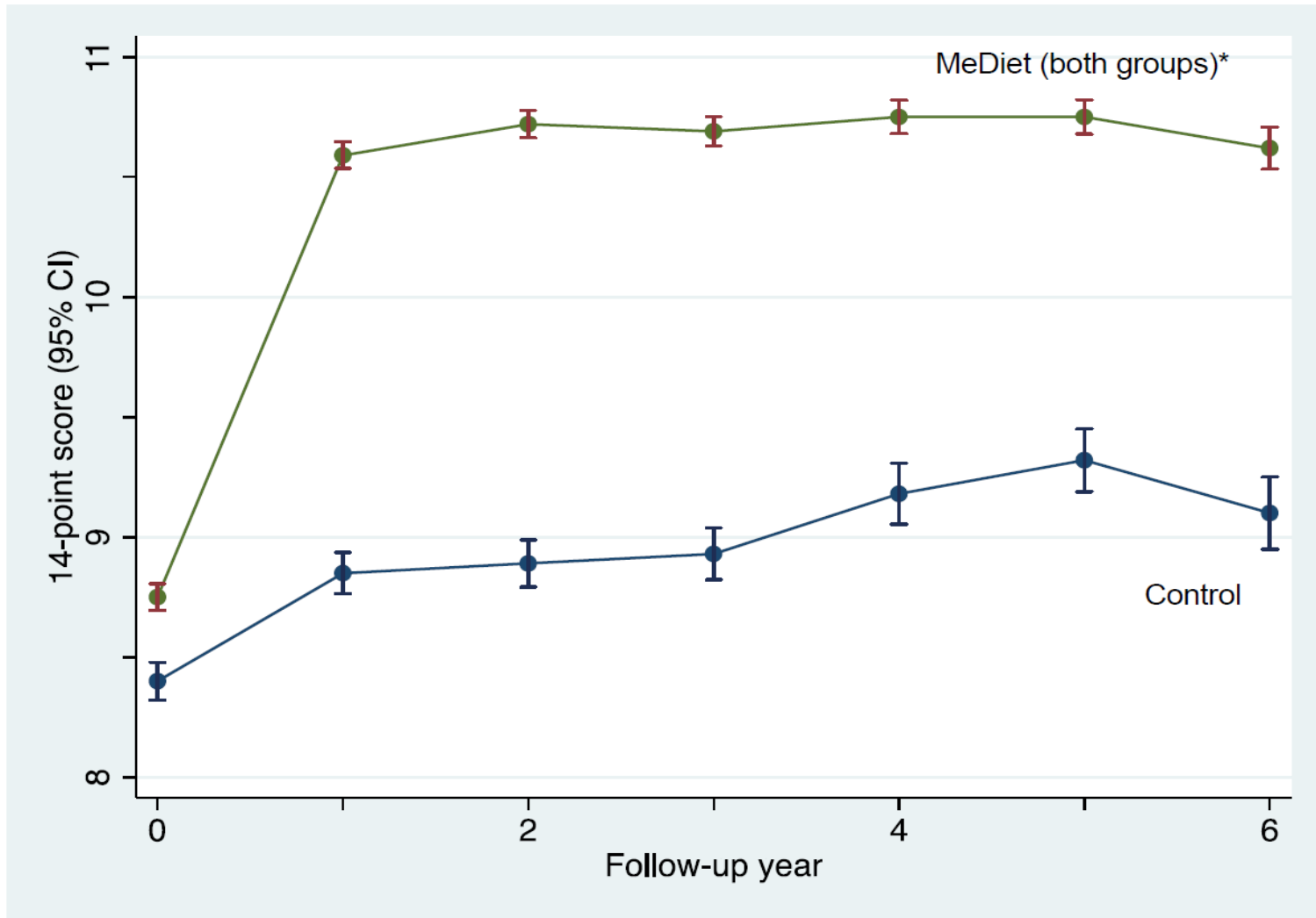
Med diet, EVOO: hazard ratio, 0.70 (95% CI, 0.53–0.91); P=0.009
Med diet, nuts: hazard ratio, 0.70 (95% CI, 0.53–0.94); P=0.02
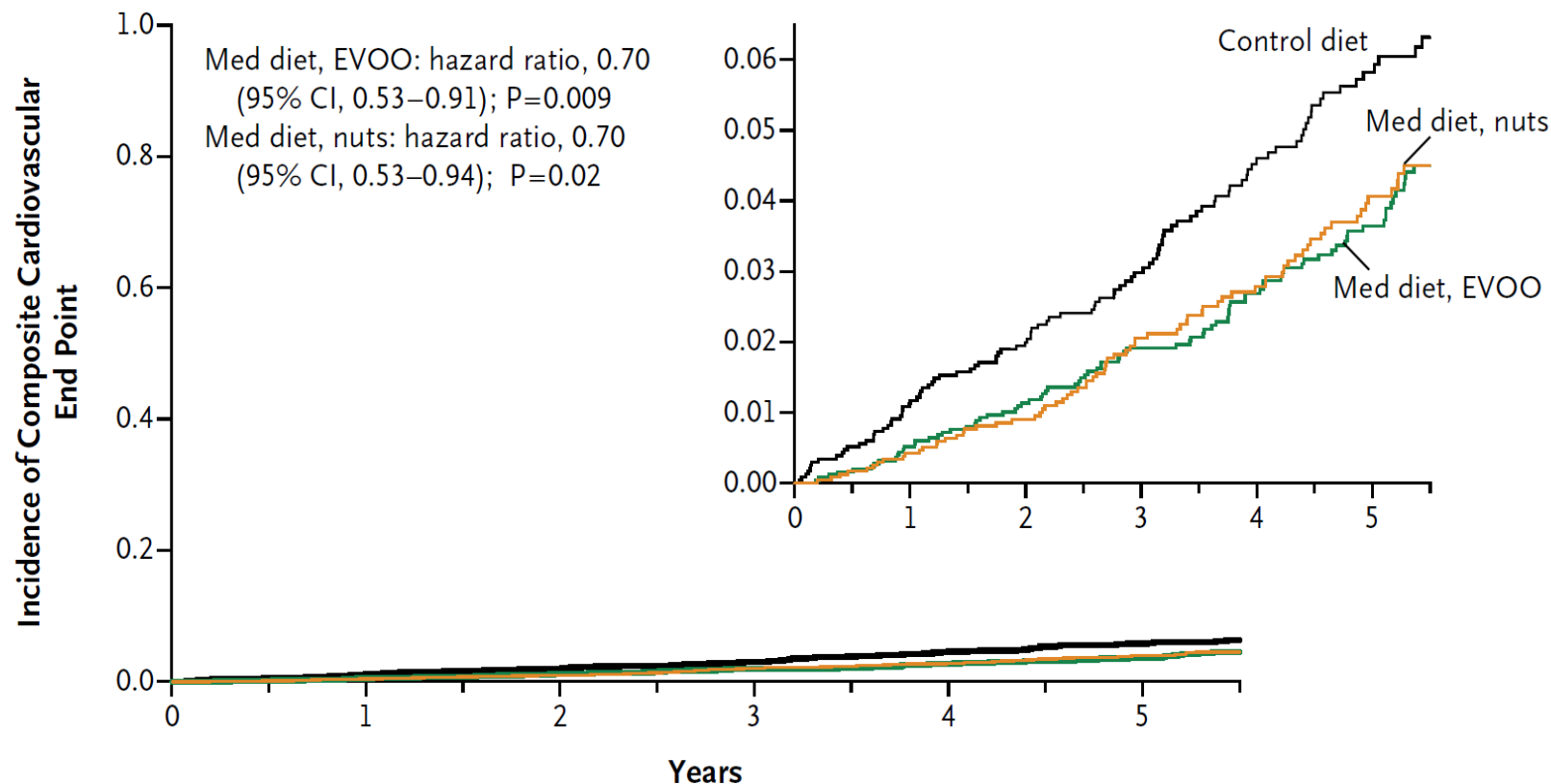
No. at Risk

Control diet	2450	2268	2020	1583	1268	946
Med diet, EVOO	2543	2486	2320	1987	1687	1310
Med diet, nuts	2454	2343	2093	1657	1389	1031

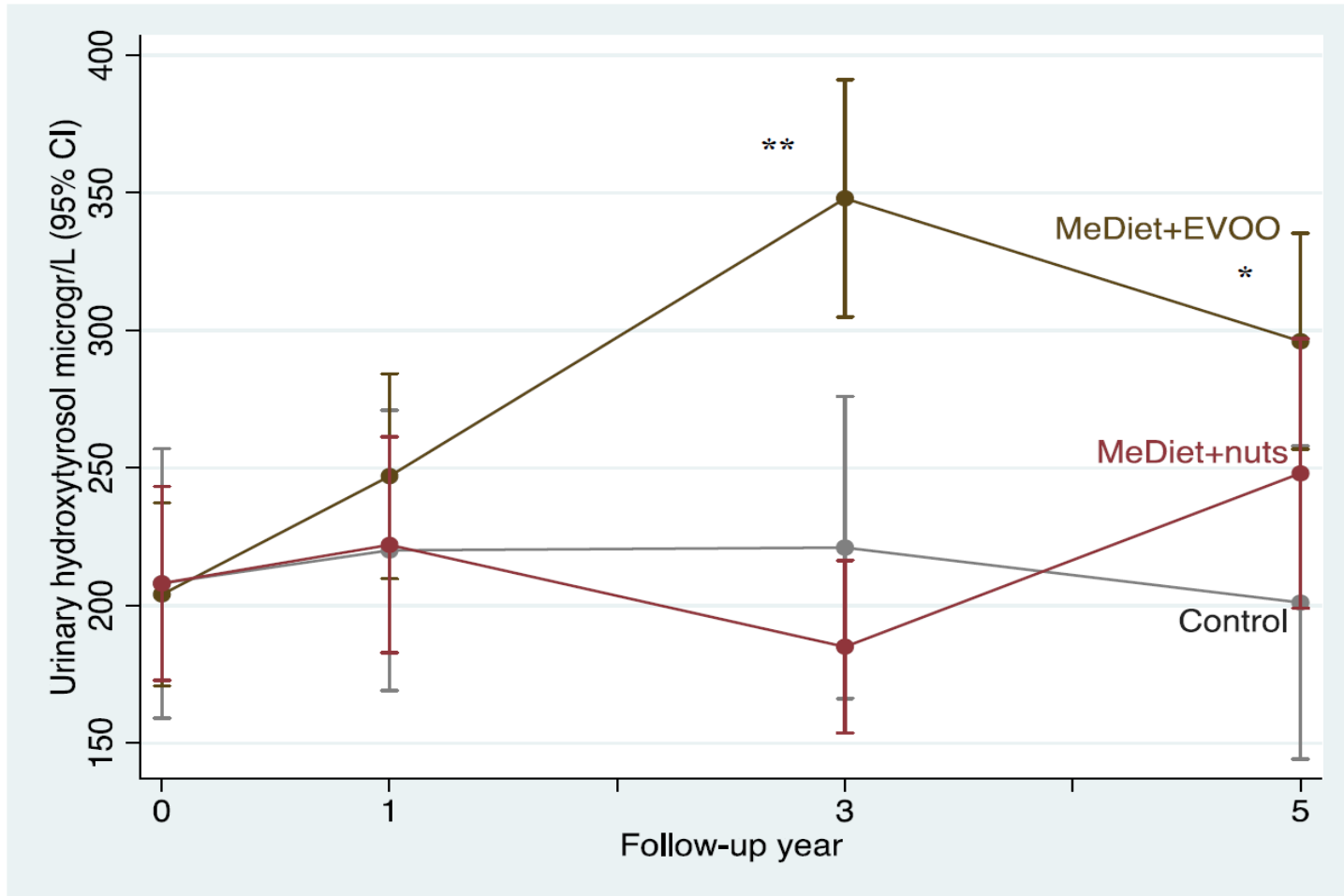*Mediterranean Diet Tool and Measures of Adherence*

Mediterranean Diet Scores (MEDAS)

*P<0.001 for all six comparisons in years 1 to 6 by analysis of variance.
MeDiet, Mediterranean diet; CI, confidence interval.

Olive Oil Consumption: How adherent were participants?
Hydroxytyrosol marker of EVOO intake

*P < 0.05, **P<0.001 from baseline. Paired t-tests.
MeDiet, Mediterranean diet; EVOO, extra-virgin olive oil.

Plant-forward Eating

Mediterranean Plate

The Mediterranean diet is plant-forward. It puts plants in the center of the plate and limits (although it does not avoid) consumption of animal foods. Healthy fats are emphasized. A plant-forward style of eating is attractive because it feels attainable for many patients and consumers.

DASH= Dietary Approaches to Stop Hypertension

DASH	Mediterranean	MIND
Total Grains 42+/wk	*Unrefined* Grains >32/wk	Whole Grains 21+/wk
Vegetables 28+/wk	Vegetables >33/wk Potatoes >18/wk	**Green Leafy 7+/wk** Other Vegetables 14+/wk
Fruits 28+/wk	Fruits >22/wk	**Berries (1/2 c 2-5/wk)**
Dairy ≥14/wk (low fat)	Full-fat Dairy ≤10/wk	Regular Cheese ≤1 oz/wk Butter <1 t/d
Nuts, seeds & legumes ≥ 4/wk	Legumes, nuts & beans >6/wk	Beans 3+/wk Nuts 1oz 2-5/wk
Lean meat, poultry, fish ≤ 6/wk	Red meat ≤ 1/wk Fish >6/wk; Poultry ≤3/wk	Lean Red Meats <4/wk Fish 1+/wk ; Poultry 2+/wk
Total Fat ≤ 27%; Saturated Fat ≤ 6% of kcal		
Sweets ≤ 5/wk		Commer'l Pastries/Sweets <5/wk
	Olive oil **3-4 T/d**	Olive Oil>**1 T/d**
	Alcohol < 300mL/d but >0	Alcohol/wine 1/d
Sodium ≤ 2400mg /d		

Mediterranean-DASH **I**ntervention for **N**eurodegenerative **D**elay)

Dietary pattern = A hybrid of Mediterranean and DASH patterns

Morris MC, Tangney CC et al. *Alzheimers & Dementia* 2015; 11 (9):1007

Healthy Eating is More Important Now than Ever

72% of Americans say the pandemic is changing the way they eat and prepare food and

60% try to eat healthy in general Americans define a "healthy eating pattern" with three key attributes:

- Portions
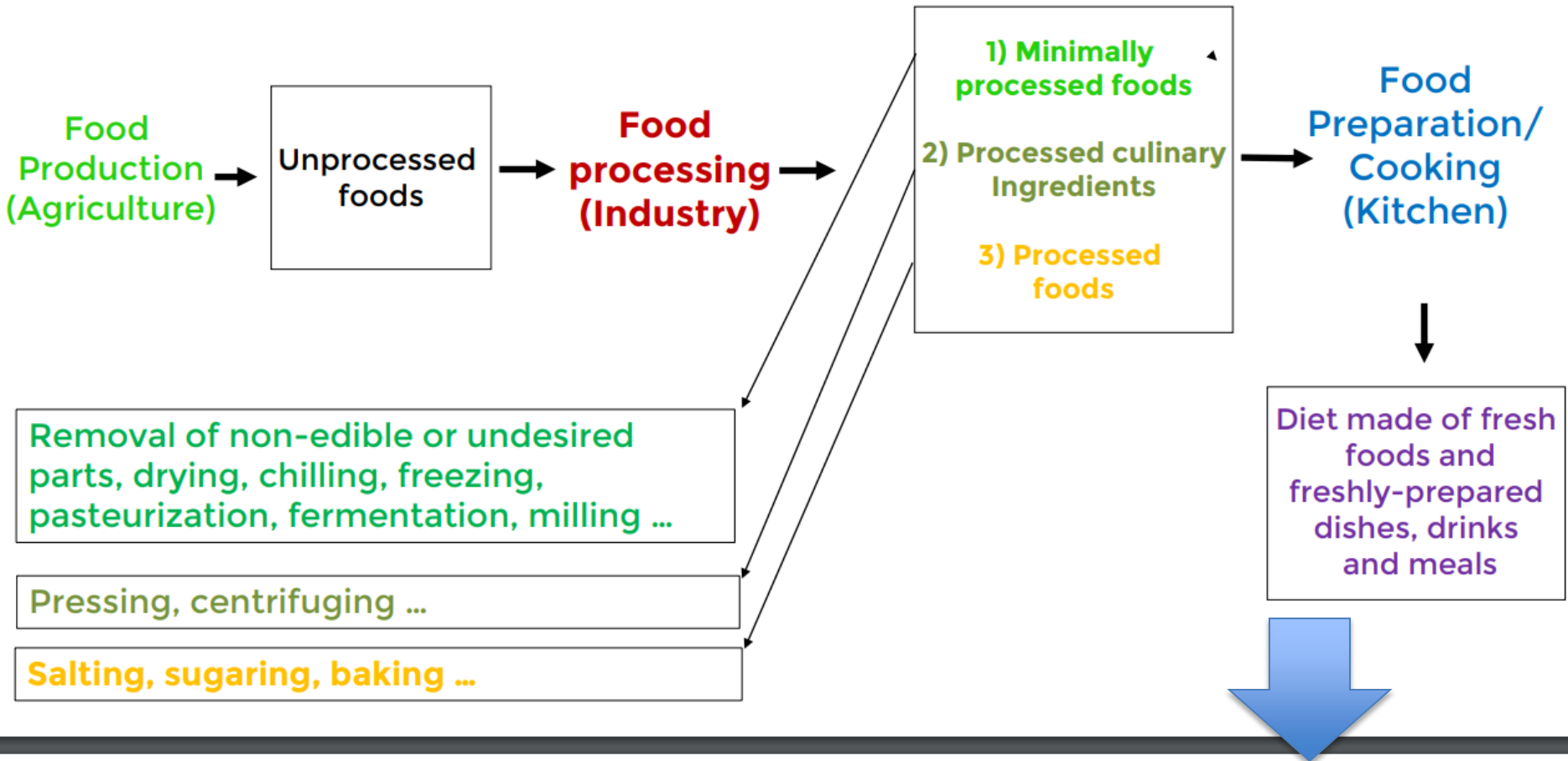- Processed foods
- The right mix?

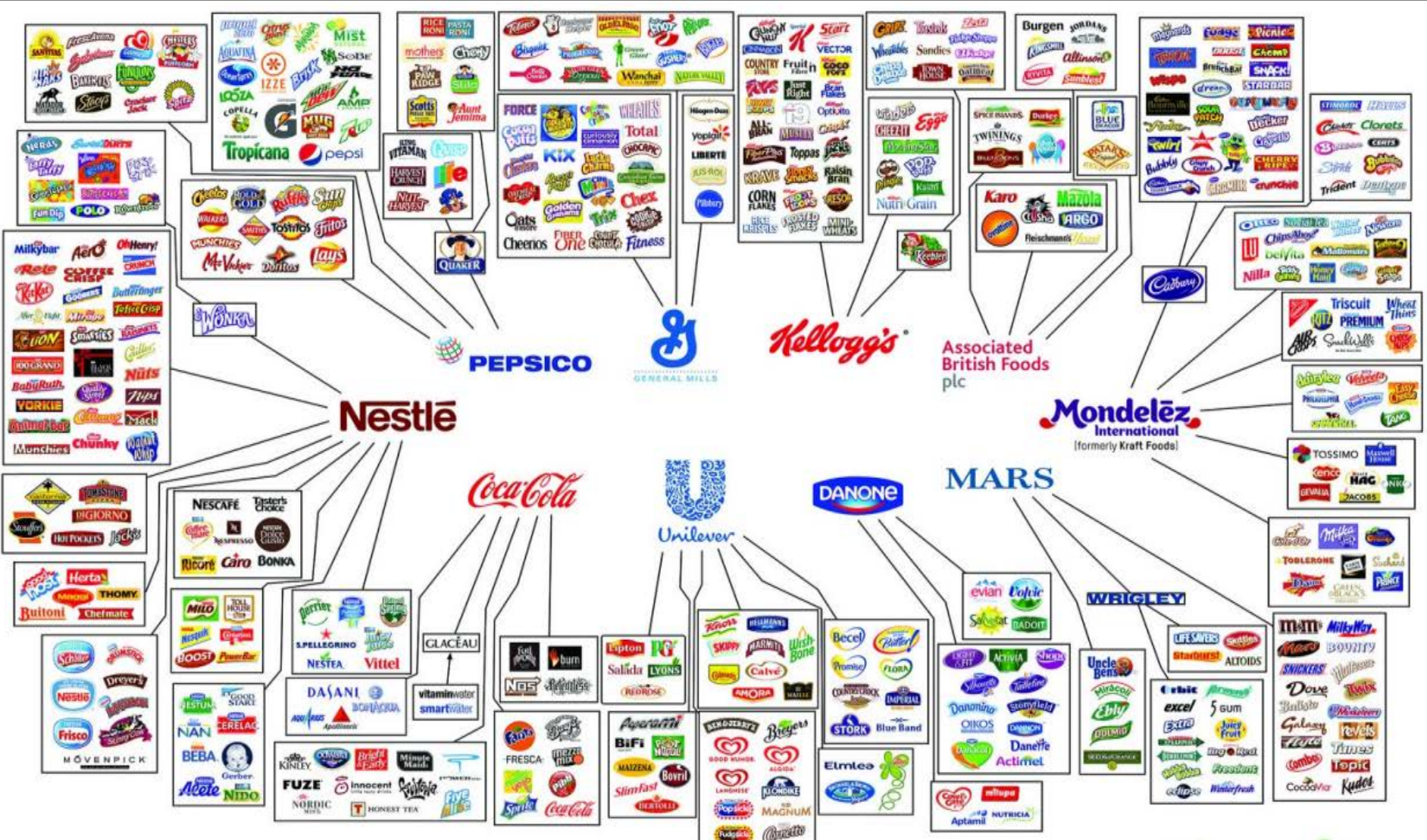*Food Insight Consumer Survey 2021*

Processed Foods

Simpler Message?

Nutritional Health

DEFINING PROCESSED FOODS

Food Production (Agriculture) → **Unprocessed foods** → **Food processing (Industry)** →

1) **Minimally processed foods**

2) **Processed culinary Ingredients**

3) **Processed foods**

→ **Food Preparation/ Cooking (Kitchen)**

Removal of non-edible or undesired parts, drying, chilling, freezing, pasteurization, fermentation, milling ...

Pressing, centrifuging ...

Salting, sugaring, baking ...

Diet made of fresh foods and freshly-prepared dishes, drinks and meals

Global sales: US $1.1 billion/day

NOVA FOOD CLASSIFICATION SYSTEM
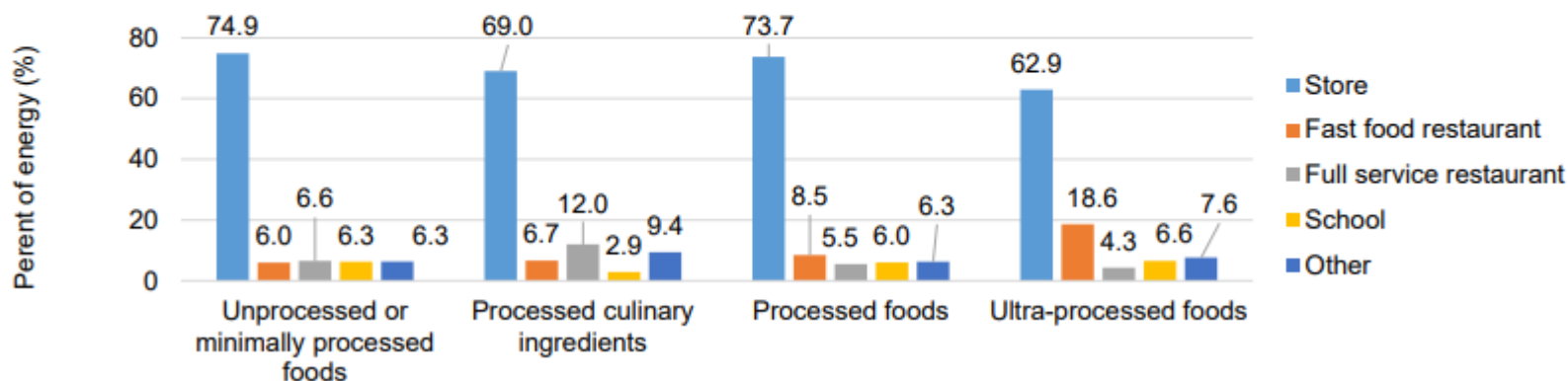
Defining
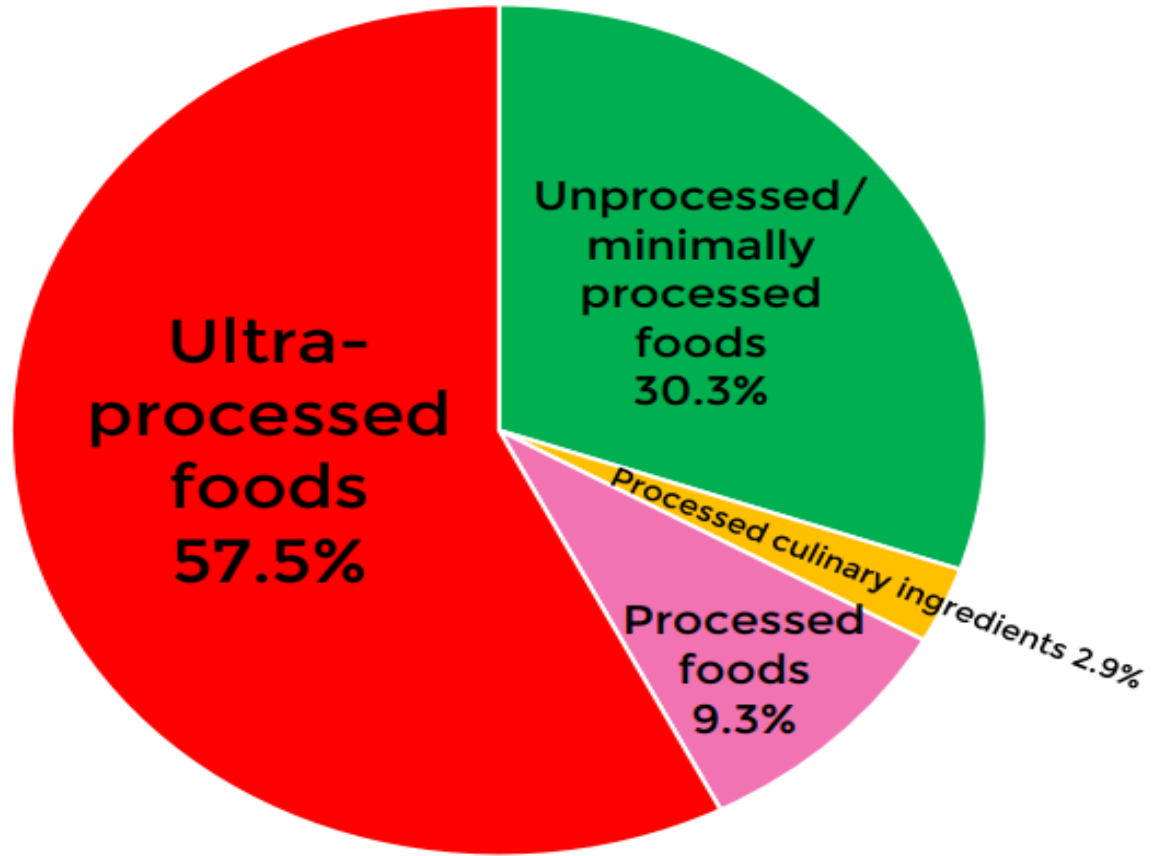
DIETARY FIBER DENSITY ACCORDING TO DIETARY SHARE OF UPF
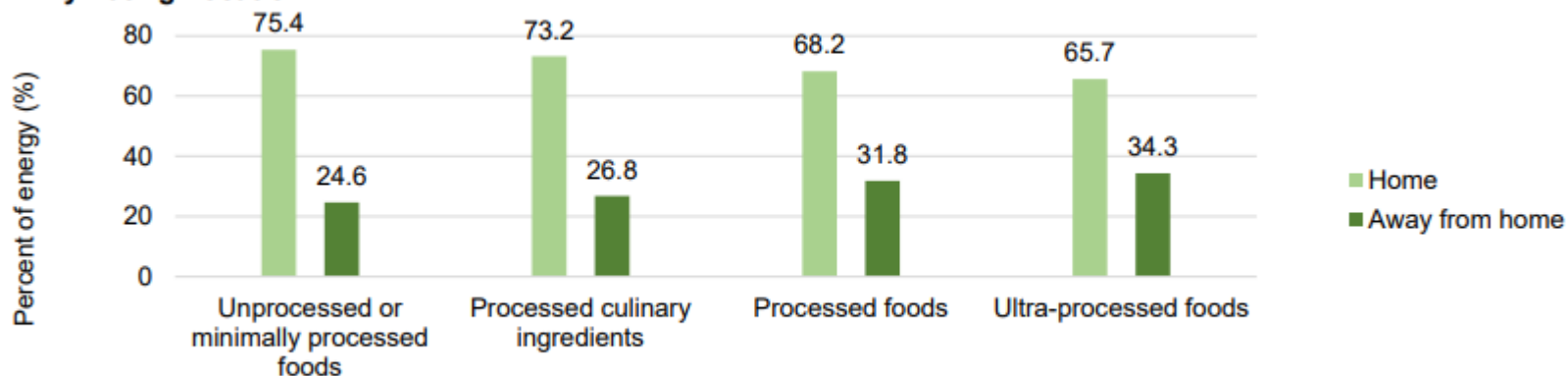

FAO, 2019
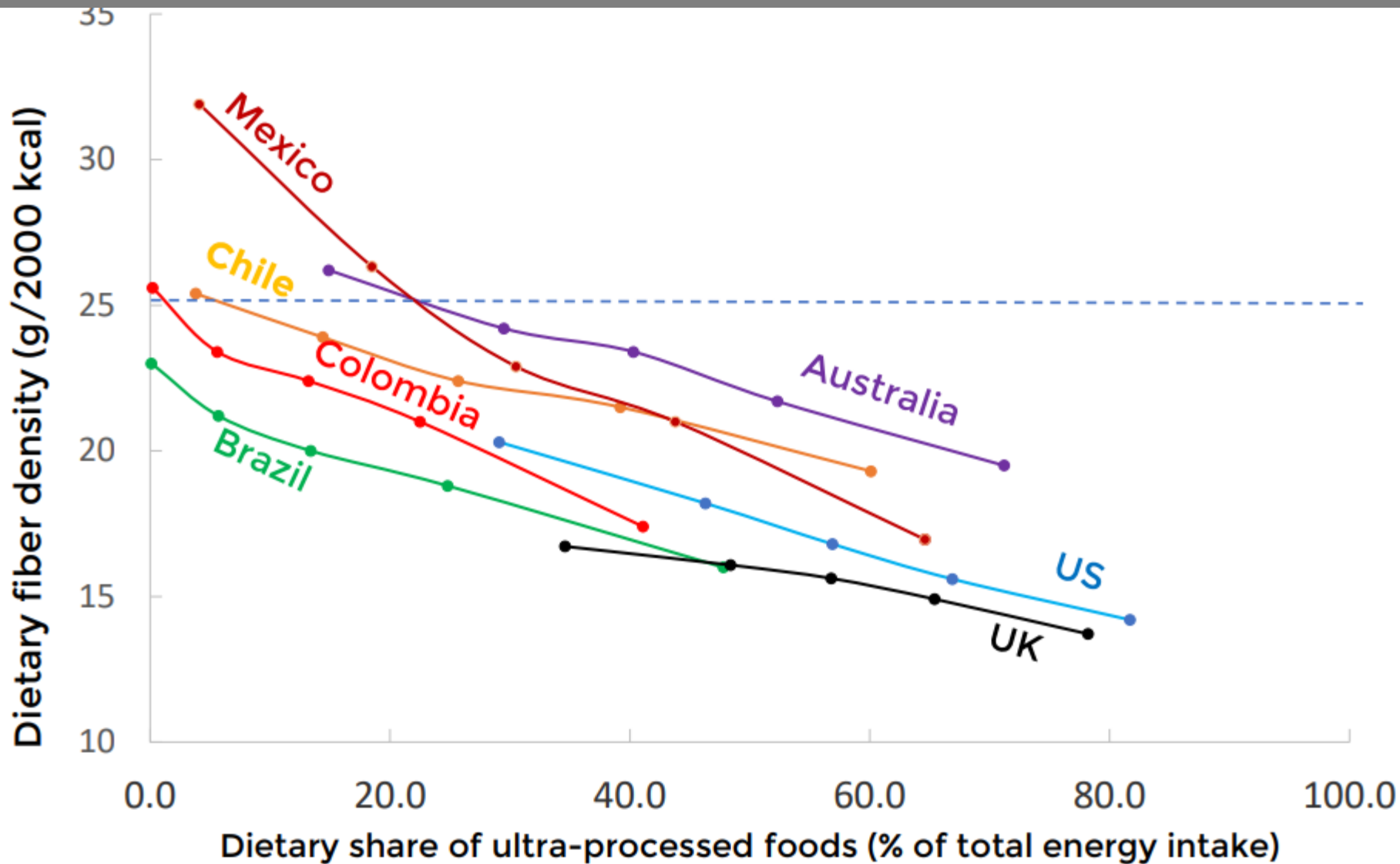
eFigure. Estimated Percent of Energy Intake from NOVA Food Groups by Food Source and Eating Location Among US Children and Adolescents, NHANES 2017-2018

A. By Food Source

B. By Eating Location

THE IMPACT OF FOOD PROCESSING
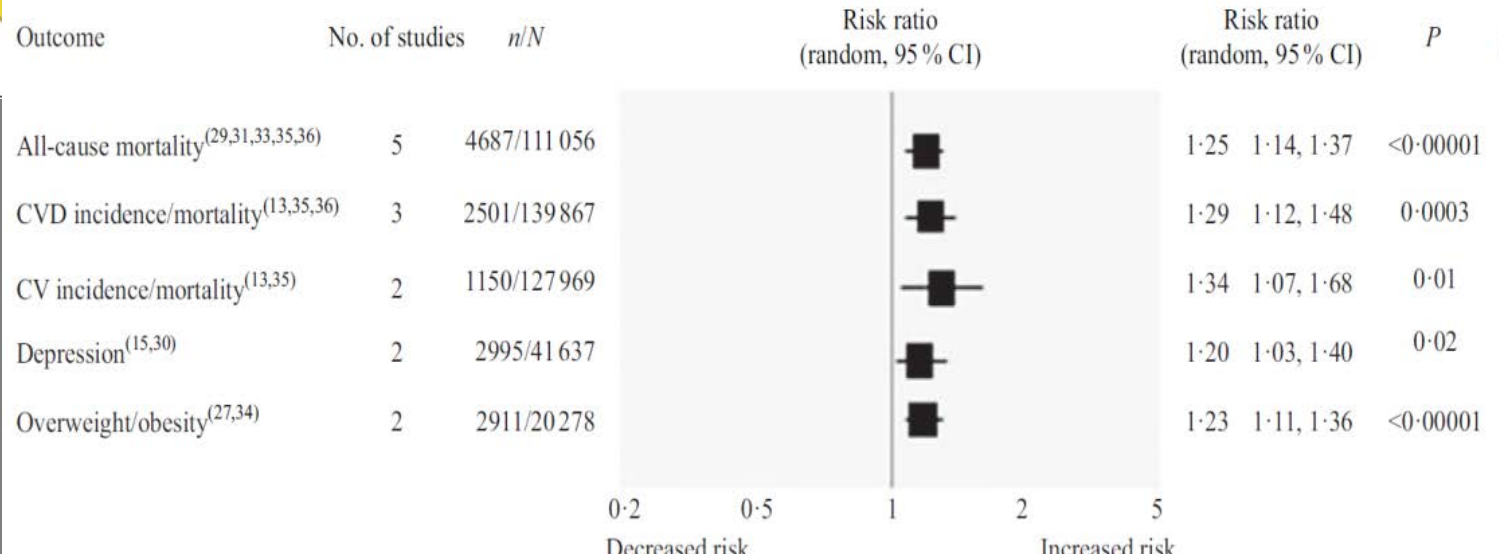
Pagliai G et al. *Br J Nutr.* 2020:1-11; doi:10.107/Soo o71145200002688

Outcome	No. of studies	n/N	Risk ratio (random, 95 % CI)	Risk ratio (random, 95 % CI)		P
All-cause mortality[29,31,33,35,36]	5	4687/111 056		1·25	1·14, 1·37	<0·00001
CVD incidence/mortality[13,35,36]	3	2501/139 867		1·29	1·12, 1·48	0·0003
CV incidence/mortality[13,35]	2	1150/127 969		1·34	1·07, 1·68	0·01
Depression[15,30]	2	2995/41 637		1·20	1·03, 1·40	0·02
Overweight/obesity[27,34]	2	2911/20 278		1·23	1·11, 1·36	<0·00001

0·2   0·5   1   2   5
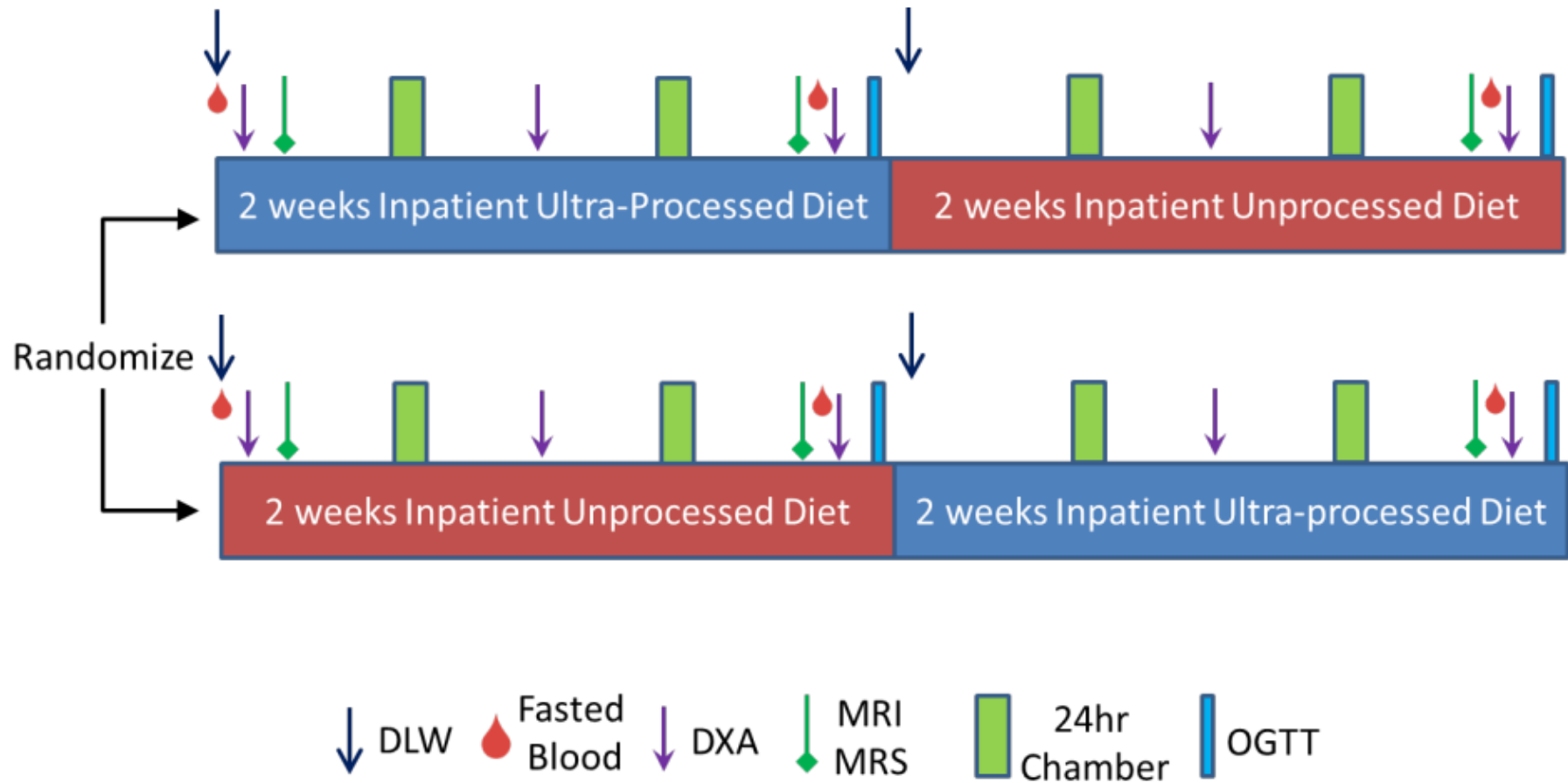Decreased risk   Increased risk
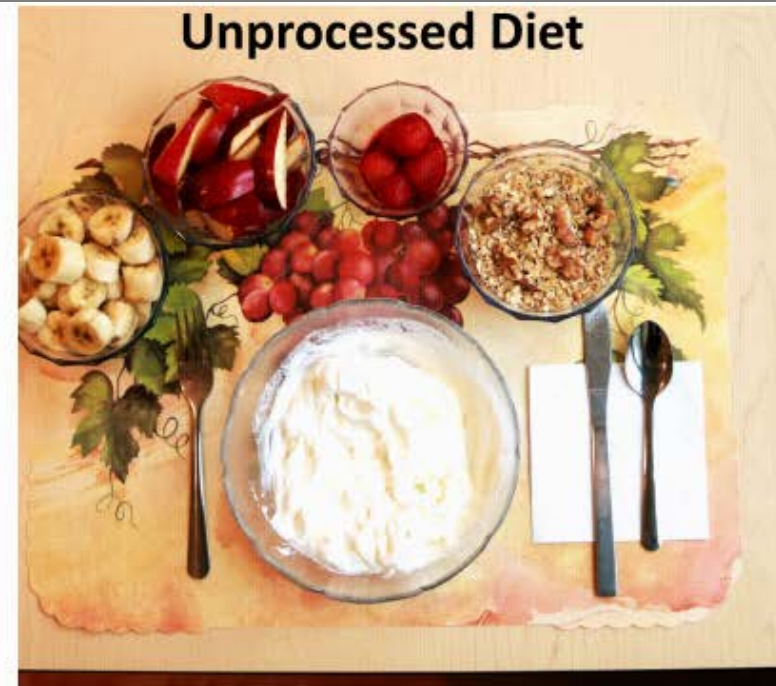
The meals had similar amounts of:
Calories, Carbs, Fat, Sugar, Sodium, Fiber

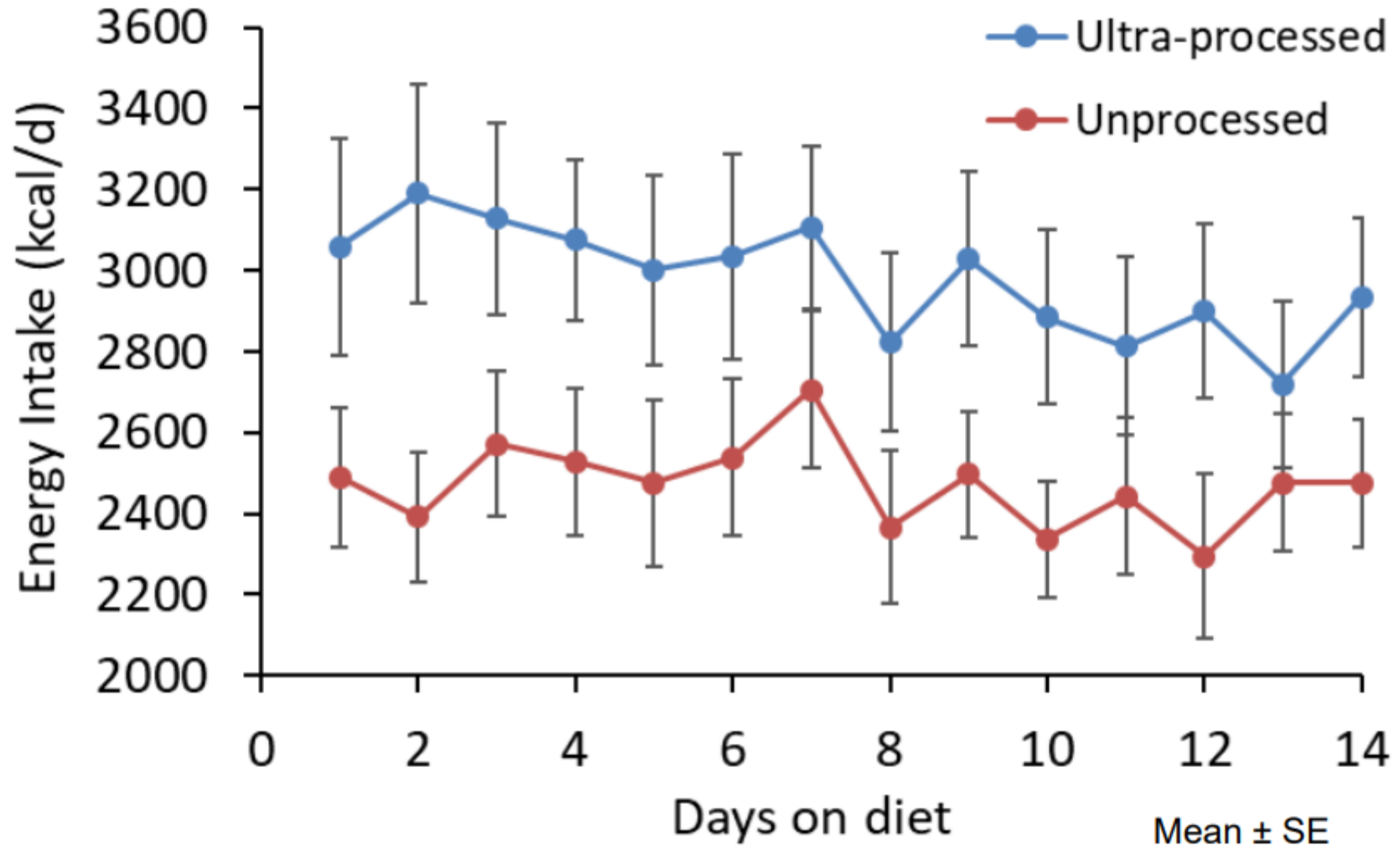20 Adults were instructed to eat as much or as little as desired

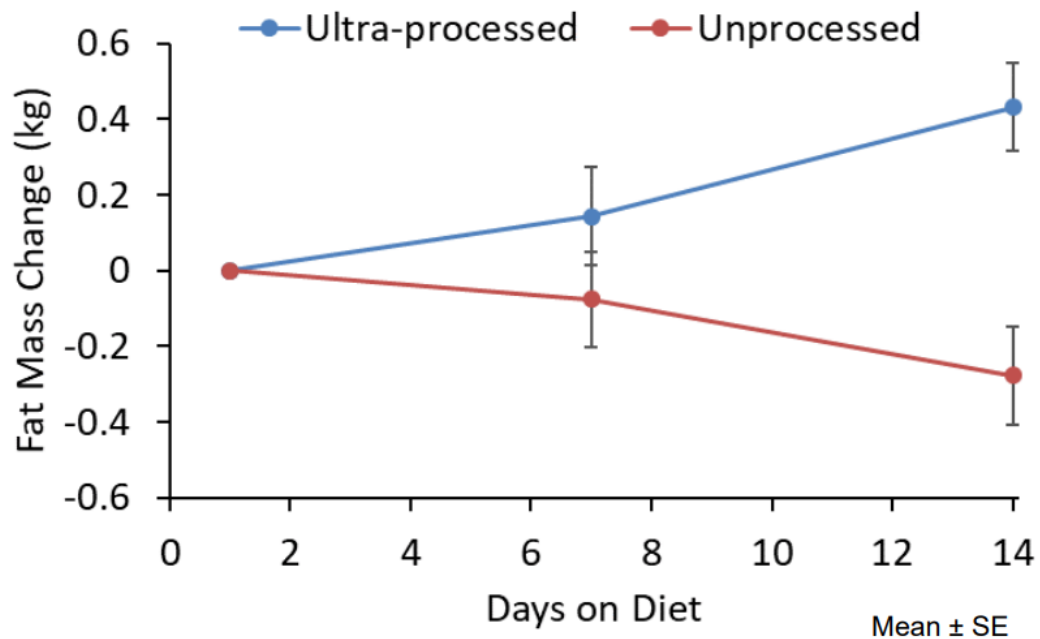Primary Outcome: Mean Daily Energy Intake Differences

Hall KD et al. *Cell Metabolism* 2019;30:1-11
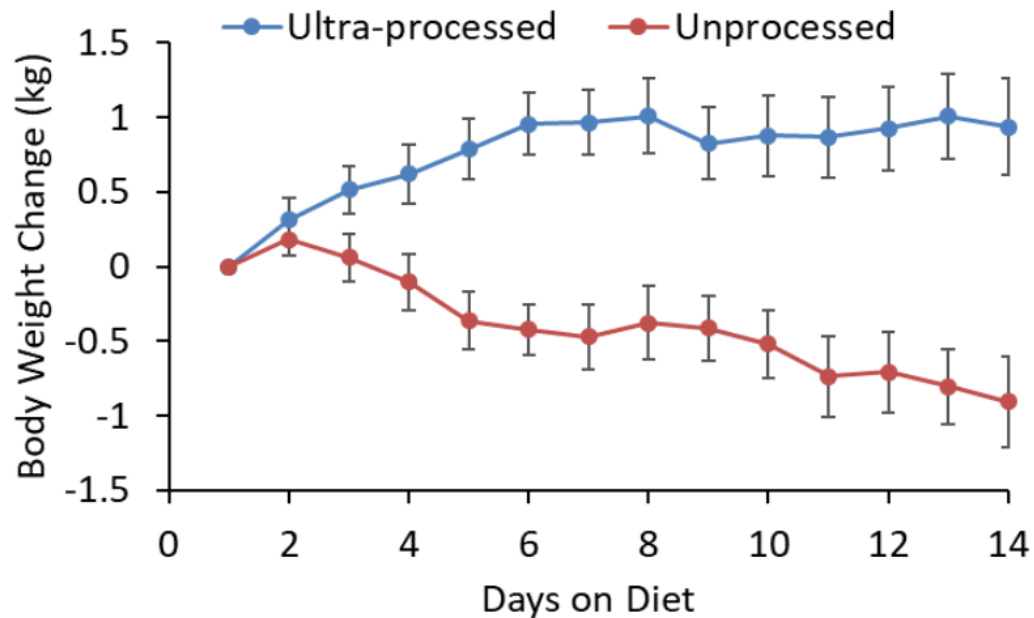
Short-term Trial to Examine Impact on Intake and Obesity

ΔEI = 508 ± 106 kcal/d; P=0.0001

Mean ± SE

Hall KD et al. *Cell Metabolism* 2019;30:1-11

Short-term Trial to Examine Impact on Intake and Obesity

Hall KD et al. *Cell Metabolism* 2019;30:1-11

QUESTIONS?

Teaching Academy:

Telemedicine in Healthcare

2.15.2021

Meeta Shah MD

Associate Professor of Emergency Medicine

Associate Chief Medical Informatics Officer

Rush University Medical Center, Chicago IL

Disclosures

No conflicts of interest to report for this presentation

What is Telehealth?

"Telehealth is a broad term that encompasses a variety of telecommunications technologies and tactics to provide health services from a distance. Telehealth is not a specific clinical service, but rather a collection of means to enhance care and education delivery."

Center for Connected Health Policy (2021).
https://www.cchpca.org/what-is-telehealth/

Current State of Affairs

- Visits can occur:
  - Synchronously (telephone and video)
  - Asynchronously (patient portal messages, "e-consults")
  - Through virtual agents (chatbots)
- Multiple Case Uses
- A "healthcare hero"

What is Asynchronous Care?

- Asynchronous telehealth refers to communication with a provider through a website or mobile app. These are examples:

- Inter-chart messages with your provider.

- E-visits: questionnaire-based treatment

- Store-and-forward: Medical images stored and sent to a provider eg. radiology and dermatology

- Remote patient monitoring: eg. wearable heart rate monitors .

- Mobile health: the use of mobile devices or smartphones to capture your health data. Usually initiated by patient, but supported by physician depending on the type of app.

More about Store and Forward

- *"The temporary storage of a message for transmission to its destination at a later time. Store and forward techniques allow for routing over networks that are not accessible at all times. For example, messages crossing time zones can be forwarded during daytime at the receiving side, or messages can be forwarded at night when there is less traffic."*

  https://www.pcmag.com/encyclopedia/term/store-and-forward

- Retinal screenings in diabetics without needing to dilate the eyes; this has increased screening rates

- Studies have shown high rates of agreement between diagnoses made in person and diagnoses made via teledermatology.

Let's Start at the Top:
What "was" Telehealth

Use of telemedicine dates back over 40 years

"the process by which electronic, visual, and audio communications are used to:

| (1) provide diagnostic and consultation support to practitioners at distant sites | (2) assist in or directly deliver medical care to patient sites | (3) enhance the skills and knowledge of distant medical care providers" |

(Lambrecht 1997).

A Little More History...Telemedicine in 2018

- Only 35 states and the District of Columbia had enacted parity laws

- Approximately three quarters of US hospital systems were treating patients using video or other virtual technology (AHA Fact Sheet: Telehealth) (American Hospital Association, 2018).

- 83% of surveyed health system executives reported plans to invest in telehealth
  - Most participants cited the major barriers to adoption and implementation were reimbursement and licensure issues (6, ATA 2018).

In The Age of COVID-19

- Centers for Medicare and Medicaid Services supported the rapid expansion of telemedicine
    - 1135 Waiver, which allowed for greater reimbursements of telehealth visits (7, CMS 2020; 8, Bashshur 2020)
- Many states required insurers to cover telehealth services
- With universal coverage mandate to support social distancing health systems were supported in transitioning many forms of in person care to virtual
- Finally forced the hand for rapid adoption and expansion

The ATA Stance

- *https://www.americantele med.org/policy/*

ATA POLICY PRINCIPLES

ata — Health. Virtually. Everywhere.

1. Ensure Patient Choice, Access, and Satisfaction
2. Enhance Provider Autonomy
3. Expand Reimbursement to Incentivize 21st Century Virtual Care
4. Enable Healthcare Delivery Across State Lines
5. Ensure Access to Non-Physician Providers
6. Expand Access for Underserved and At-risk Populations
7. Support Seniors and Expand "Aging in Place"
8. Protect Patient Privacy and Mitigate Cybersecurity Risks
9. Ensure Program Integrity

The Long-Term Wish List

Cost-sharing parity

Previous in-person contact between a health care professional and a patient before the telehealth visit is not required.

No need to demonstrate a hardship or access barrier to use telehealth

No geographic restrictions.

No requirement for patients to use a separate panel of health care professionals for telehealth.

Coverage for synchronous and asynchronous care

Prioritizing the underserved and those with barriers to SDOH

As of January 2022...

And as of July 2021: >1,000 telehealth-related bills were introduced in all 50 state legislatures.

KEY

- ATA-supported legislation passed
- ATA-supported legislation has momentum
- ATA-opposed legislation defeated
- ATA-supported legislation passed & ATA-opposed legislation defeated

americantelemed.org

ata

2021 ATA FOURTH QUARTER REPORT
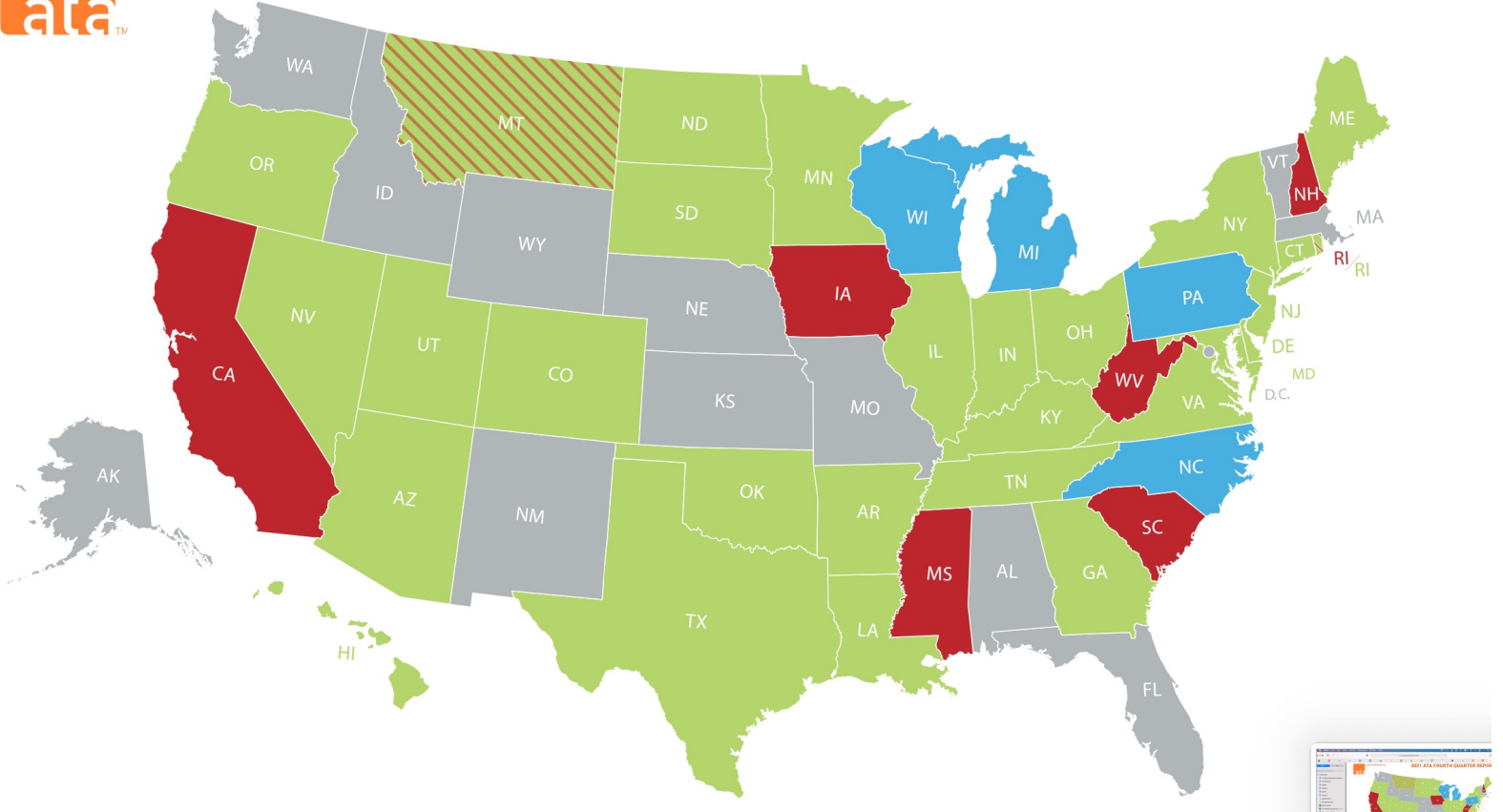
Illinois as an example

- New legislation passed through state house and senate

- Requires parity
  - Insurance companies must reimburse in-network health care professionals for telehealth services at the same rate of in-person services.

- The new telehealth legislation requires that commercial insurers cover clinically appropriate/necessary telehealth services, E-Visits and virtual check-ins.

- Insurers may cover remote patient monitoring, nutritionists

Federal/CMS Mandates
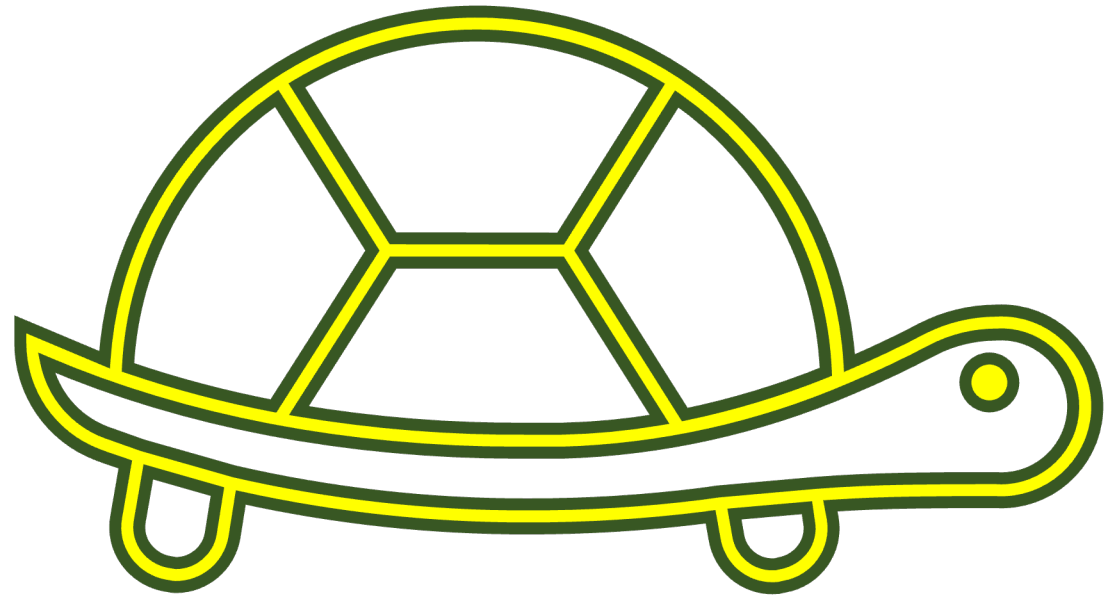
Why Should We Care?

Why?

Why Not!

PROS

- Convenience
- Increased access
- Ease of access
- Less wait time,
- Decreased cost
- Creation of "virtual space"
- Patient satisfaction

CONS

- Start up costs
- Training
- Support staff
- Technical difficulties
- Limitations on physical exams
- Less "human interaction"

Applications for Special Populations

- Connecting remote treatment clinics to larger emergency departments
- Remote consultation services
- Telestroke
- Teleradiology
- Cardiac care
- Ophthalmology care
- Teletrauma

Rural Case Uses

- Implementing more consistent and widespread telemedicine in the ED can significantly contribute to the provision of healthcare in underserved areas through such services (Alvandi 2017)

- Significant barriers with regard to accessibility of care, expertise, and technology

- Especially relevant when it comes to trauma care

- Teletrauma programs serve to bridge these gaps by providing trauma evaluations and specialized assessments for patients in remote areas (Prabhakaran 2016).

Virtual Consults

1

Reduce consult lag time, allowing for faster consults and improved patient throughput

2

For many consults, the provider does not need to be in the room with the patient

3

Facilitate coordinating team to see patient in a more-timely fashion

4

Reduce number of unnecessary individuals at bedside while still promoting education and patient interactions
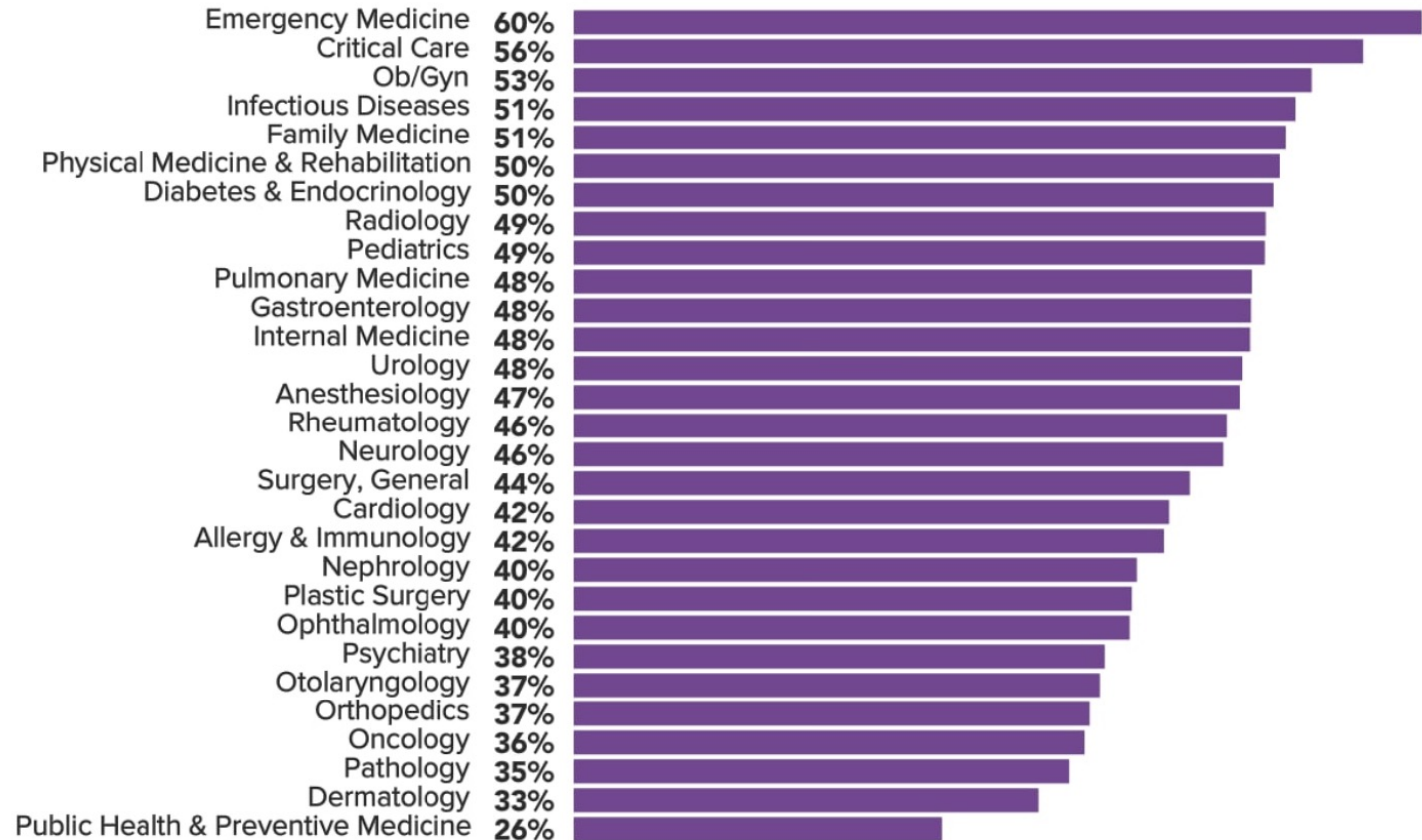
Virtual Learning

Workflow	Inpatient Virtual Rounding Shadowing	Outpatient Scheduled Video Visits	Outpatient In person visits with video distancing*
Setting	Inpatient	Outpatient	Outpatient
Who is Face to Face?	Patient + Provider	n/a	Patient + Provider
Who is Remote?	Student or resident	Patient, provider, student	Student or resident
Video Platform	VidyoConnect	Epic Haiku/Canto	VidyoConnect
How to connect to video	Connect to your preceptor's virtual room and follow virtually	Join via the MPS in Epic	Connect to your preceptor's virtual room and follow virtually

Battling burnout

- Allow those in high-risk groups (eg, older, immunosuppressed), those with childcare responsibilities, and those who can no longer practice for medical reasons to work remotely in a less physical, lower-stress environment.

- Supplemental source of income

- Suggested as a possible means of reducing burnout (Moazzami 2020)

- Flexibility and comfort

Which Physicians Are Most Burned Out?

Specialty	Percent
Emergency Medicine	60%
Critical Care	56%
Ob/Gyn	53%
Infectious Diseases	51%
Family Medicine	51%
Physical Medicine & Rehabilitation	50%
Diabetes & Endocrinology	50%
Radiology	49%
Pediatrics	49%
Pulmonary Medicine	48%
Gastroenterology	48%
Internal Medicine	48%
Urology	48%
Anesthesiology	47%
Rheumatology	46%
Neurology	46%
Surgery, General	44%
Cardiology	42%
Allergy & Immunology	42%
Nephrology	40%
Plastic Surgery	40%
Ophthalmology	40%
Psychiatry	38%
Otolaryngology	37%
Orthopedics	37%
Oncology	36%
Pathology	35%
Dermatology	33%
Public Health & Preventive Medicine	26%

https://www.medscape.com/slideshow/2022-lifestyle-burnout-6014664#2

Cost Benefits

- The average cost for a visit to the emergency room was $1,389 in 2017 *(Health Care Cost Institute)*

- **Study:** for pre-hospital use of telehealth, the average cost for a patient was $167 *(Langabeer, 2017)*

- **Study:** telehealth visits for urgent care type visits ranged in cost savings between $36 and $1735 depending on if the patient had alternatively sought care at their primary care provider office, an urgent care, retail health clinic or Emergency Department *(Gordon 2017)*

What do patients think?

- Telemedicine has not been shown to reduce overall patient satisfaction

- Press Ganey administered over 3.5 million telemedicine surveys in < 2 months
  - Virtual visits can achieve similar patient experience ratings to in-person visits (Press Ganey 2020)

- A 2018 survey of consumers by Black Book Market Research
  - 89% of health care consumers younger than 40 wished medical organizations had more technologically advanced and electronically communicative options available
  - They were unsatisfied with their current options

Quality of Telehealth Care for Mental Health

Good agreement between diagnosis and treatment plans with in-person mental health care and those developed using telehealth technologies.

Studies also show high satisfaction rates, even among parents of children with psychiatric illness.

"Webside" Manner

Patient Comfort	Be friendly and warm with the patient. Many patients will be using virtual for the first time so do your best to put them at ease.
Eye Contact	Ensure eye contact by adjusting the webcam to eye level. Before the visit, check the camera placement. Ask the patient if they can see and hear you clearly. Maintain eye contact when you can.
Environment	Consider the exam room setting. Check your surroundings to ensure they are professional from the patient's perspective. Create a clean, professional environment without disruptive noise.
Timeliness	Improve visit efficiency by being on time. If a delay is inevitable, notify the patient.
Professionalism	Dress appropriately for the virtual visit. Have the same level of professional attire as with an in-person visit.
Explain	Clarify your actions with the patient. If you must look away to take notes or document during the visit, let the patient know what is happening.
Tech	Check your tech. Make sure you aren't muted. Consider using a headset.

More on Tech Check...

Make sure patients can connect

Have a backup plan

When I walk into the "room" what do I see?

What's the environment?	Observe the patient	Assess cognition
• Anything concerning in the background? • Be understanding of environmental circumstances	• Can you see what you need to see? • How acute are their symptoms? • Do they look alert or do they appear excessively fatigued? What is their general appearance – are they disheveled or well kempt? Look at the home/the environment they are calling from • Can they talk in a full sentence?	• How's their thought process? • Their speech? • Do they have normal judgement and insight?

General Clinical Examination Tips & Tricks

- Follow the same clinical guidelines you would with an in-person visit.

- Even if you can't do a "physical" exam, you can ask good questions and request a self-examination.

- **Present illnesses:** Obtain a thorough history of present illness.

- **Heart rate:** Ask the patient to count their pulse while you track time.

- **Respiratory rate:** Ask the patient to breath normally while you track time if you need a respiratory rate.

- **Temperature:** If you'd like a temperature, ask the patient if they have a thermometer.

- **Physical exam:** Ask if there's a friend or family member who can assist with "physical exam" if you think it would be beneficial.

Evaluating Pharyngitis

a)   Have the patient angle the camera and use a light source to evaluate the tonsils for redness, exudates and swelling

b)   Ask the patient to evaluate if they have tenderness over their lymph nodes

c)   Observe if they cough, or have a runny nose

d)   Observe them take their temperature if you need this information

e)   Assess for dysphagia/drooling

f)   If need be, request the assistance of a nearby friend or family member

If you can't see anything have them see a professional in person

Other Upper Respiratory Exam

Gentle palpation of eyelids

Conjunctival erythema/drainage

Scleral injection

Nasal drainage

Sinus tenderness to palpation

Transillumination!?!

Skin examination

Respiratory effort

Neurologic Exams

Physical exam for headache patients for example can also be quite robust via telemedicine

a)   Cranial nerves

b)   Motor testing, coordination maneuvers

c)   Gait

d)   Gross sensory exam

e)   Nuchal rigidity

f)   Pupillary reactivity with a light (have them use their cell phone or another light source)

Remember your dermatomes and motor innervations

https://dermnetnz.org/topics/dermatomes/

https://droso4schools.wordpress.com/l3-neurons/
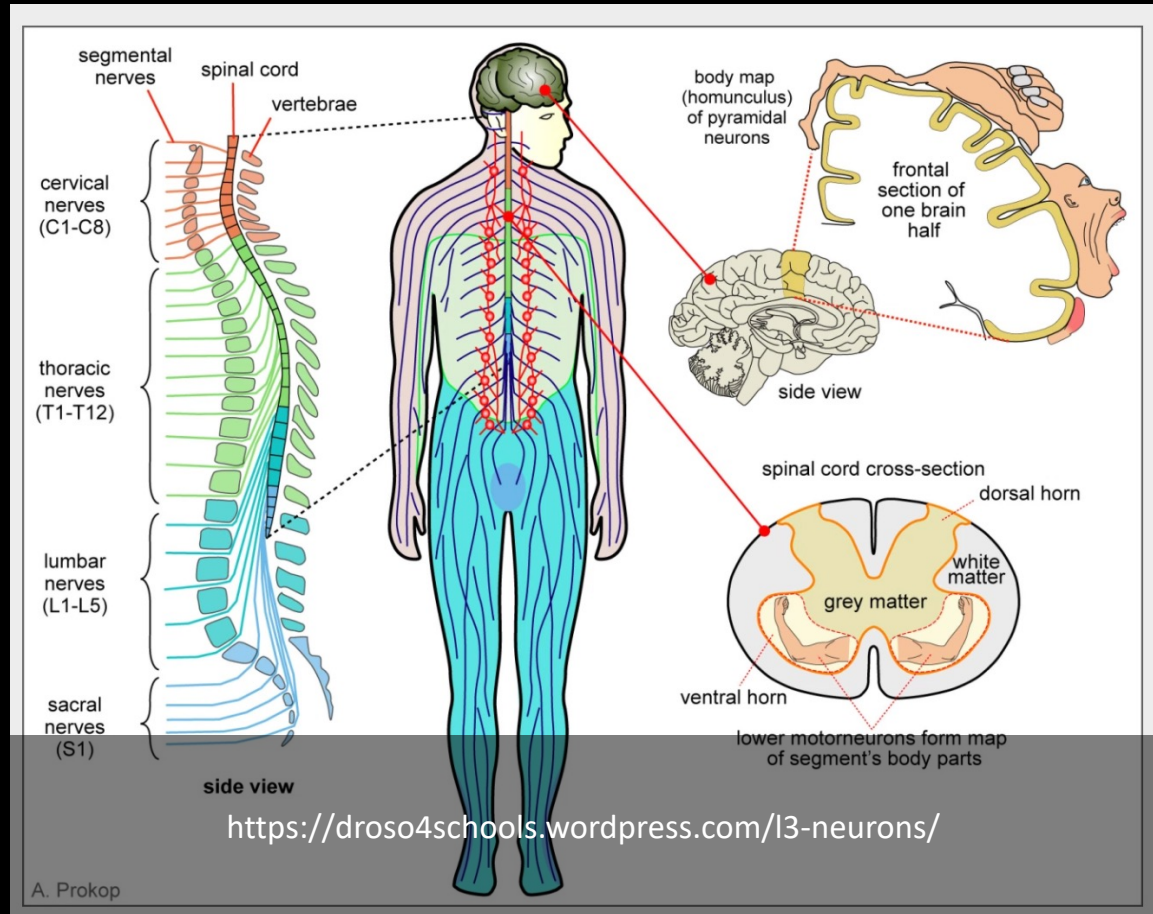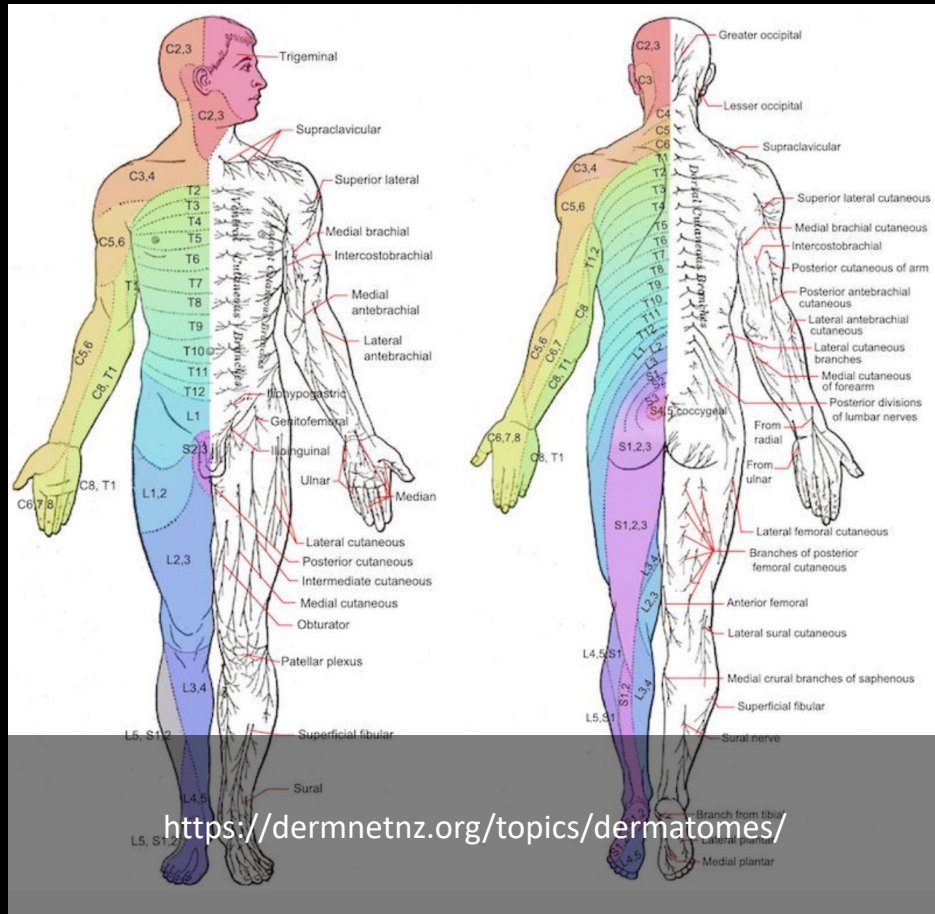
Musculoskeletal Exams

- Make sure the camera is positioned well

- Have patient ask for help if needed

- Check ROM/flexion/extension

- Observe ambulation and strength

- Self examination with palpation

- Neuro examination

- Back pain:
    - Ask the normal scary questions

Most Importantly

Recognize the limitations of telehealth:

If you are uncomfortable with any part of their exam – refer them for in person care.

Thank you!!

Contact: meeta_shah@rush,edu

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Creating Effective (and Engaging) Presentations

by Angela Solic, Ph.D.
Director, Rush Center for Teaching Excellence & Innovation

Length

- If you are being asked to present a keynote or other presentation, you create a presentation according to what you're asked
- For teaching purposes, no one wants to sit and listen to anyone talk for 3 hours
- For a 3 hour class, break a lecture/presentation up into parts and fill the other spaces with activities and interactions
- For a recorded teaching moment or lecture, less than 10 minutes. If you have a 3 hour lecture, break it into 10 minute segments. See an instructional designer for help breaking it up if you need it.

Tools

PowerPoint is not the only option for creating presentations. If you would like to consider alternatives to PowerPoint, here are some tools you can try (if you don't know what these are, type them into an internet search):

Google Slides
Mentimeter
Canva
PearDeck
Prezi

Your slides

- Plain white or plain black is very boring
- Every slide doesn't have to be the same
- Keep your font size and font type consistent
- Make sure your font is easy-to-read
- Keep colors high in contrast
- Use images! Keep the type consistent (always use clip art or photography, for example)
- Sometimes you don't even need words. Images are more powerful, and your words are more important
- One image is all you need on each slide
- Freepik.com is a great site for images

Words

- Keep in mind the purpose of your presentation
- Sometimes words aren't required on the slide
- Your words should only be an outline
- Your students can use the slides to take notes
- Goal: 6 lines is ideal, no more than 6 words per line

Presenting

- Know your topic and why it is important
- For teaching purposes, tie it to what they learned previously
- Tell stories!
- Cater to your audience
- Repeat important bits of information
- Engage your audience- ask questions, get them involved
- Do something unexpected
- Visuals really do matter
- Do NOT read your slides

Additional resources

[The science of memorable presentations](#)

[Why engaging the senses makes for memorable presentations](#)

[20 creative presentation ideas that will delight your audience](#)

[How to avoid "death by PowerPoint"](#)

Look up Michael Wesch on YouTube. [Here's one example.](#)

Name some "issues" that have you seen (or done!) with bad presentations?

No images,No questions or engaging audience

Dull tone,Too much reading on slides

Reading slides,Animations are off,Using too many abbreviations

Lack of dynamic tone or enthusiasm

The same tone from the beginning to the end

Using monotone voice without inflection

No breaks during presentation to check-in with students.

When people say, "sorry this is complicated",moving through slides too fast

Too much text per slide. Read slides when I get nervous. Font too small for the text I do have

Talking too fast,Not explaining graphics well enough,Trying to get through all my slides no matter how sleepy my

Agree with too much on the slide, and just reading the slide

too many words on a slide,inflexible speaker,monotone presentations,doesn't know the audience - over or under

too much on a slide and can't remember/write down it all for notes

not interactive,using acronyms

Too vague information on the slide when using someone elses material

Colors that give you a headache,Droning lecturers,Talking at, rather than to, students

Wandering, off point, no structure

Too fast,Saying "I know this slide is busy"

Too much content on the slide

Saying the word "Umm" too much

Too many words on a slide.

Boring lecture

Disclosures:

None

Objectives

1. Identify the common behaviors of those we find difficult to deal with

2. Recognize psychological foundations of these difficult behaviors

3. Employ strategies to manage interactions with difficult people including having the difficult conversation

Definitions: Psychodynamic

Patterns of perceiving, relating to and thinking about the environment and oneself that are exhibited in a wide range of social and personal context

- **Personality:**
  - A way of dealing with life
  - A disposition
  - A stance toward the world

- **Neurosis:**
  - A way of dealing with a life situation
  - Coping style
  - A way to arrange life how one wants it
    - *Purpose of the behavior*

Common Behavioral Styles of Difficult People

1. The Know-it- Alls

2. The Passives

3. The Dictators

4. The Gripers

5. The "Yes" People

6. The "No" People

The Know-It-Alls

- **Usually Arrogant and have an opinion on every issue… <u>Every issue</u>**

- **When they're wrong they get defensive**

Personality Style Correlate:

Cluster B

Narcissistic

The Passives

Never offer ideas or let you know

where they stand

Personality Style Correlate:

Cluster C

Avoidant

Passive Aggressive

The Dictators

Personality Style Correlate:

- **Bully and Intimidate**

  Cluster B

- **Constantly demanding**

  Narcissistic

- **Brutally critical**

  Antisocial

The Gripers

- **Is anything ever right?**

- **Prefer complaining to finding solutions**

Personality Style Correlate:

Cluster B & C

Passive-Aggressive

Narcissistic

Antisocial

The Yes & No People

- **"Yes" People**
  - Agree to any commitment yet rarely deliver
  - Cannot trust them to follow through

- **"No" People**
  - Quick to point out why something won't work
  - Worse… they are inflexible

The Personality Styles:
A Primer

- **Cluster A**
  - Appear odd or eccentric
  - Live according to private logic
- **Cluster B**
  - Dramatic, emotional and erratic
  - Rule-breakers
- **Cluster C**
  - Mixed neurotic group

How to understand a person's behavioral style

- How do they see themselves
- Fictitious Goal
- Methods

- A behavioral style reflects *Movement* towards a goal – a station in life

- *I am _____*
- *Life is _____*
- *Therefore _____*

Personality Styles

- **Antisocial**

- Self: *rule breaker!*
  - Thrives on defiance
  - Life is hostile
- Fictitious goal
  - To successfully defy the world
  - Highest obligation is to himself
  - Rules prevent needs met
- Methods
  - Might makes right
  - Total lack of empathy

- **Narcissistic**

- Self
  - Special and unique
  - Entitled to extraordinary privilege whether earned or not
- Fictitious goal
  - Superiority
  - Owed admiration and privilege
- Methods
  - Self-enhancement
  - Depreciation of others

Personality Styles

- **Passive Aggressive**

- Self
  - Competent but not competent
  - Life is unfair, unpredictable and unappreciative

- Fictitious goal
  - The glory of rebellion

- Methods
  - Sabotages the efforts or demands of others
  - Rebels, but not openly

- **Avoidant**

- Self
  - Feels inferior and unacceptable
  - Sees self as having deficits
  - Frightened by rejection

- Fictitious goal
  - To avoid humiliation
  - Life is unfair
  - Must be vigilant

- Methods
  - Avoidance!

Six Navigation Strategies

1. **Know their intentions**

    - What is making that person act in this manner

    - Why are they not willing to cooperate with you

    - Is there a way you can help that person out

    - Is there something bothering them (work/home)

2. **The Art of Listening**

    - Just be calm and all ears

    - Don't **react,** that is, heighten the emotional tone

3. **Build a Rapport**

    - Civil relationships make it easier to build alliances

Six Navigation Strategies

4. **Value Your Time**

   - Time is crucial and you have work or tasks to do

   - Excuse yourself politely as you have some meeting, call or task to complete

   - The message is, "gotta go now, try to be more concise next time"

5. **Stand up for yourself**

   - Don't let yourself be bullied

   - Respond in a way that messages the behavior won't be tolerated

   - Walk away, out of the meeting or situation if behavior continues

   - Helps end that current mess and allows time to prepare for next time

6. **Escalate any inappropriate behavior**

   - More for the workplace than home

   - If behaviors remain problematic, collect written data points and let higher management handle the situation

   - Be patient, changing behaviors may take some time

   - Don't feel bad about the consequences

Other tips

- **Don't project**
  - Don't assume intent or your own feelings on to others
- **Show up from a place of neutral**
  - Breathe, don't react, calm yourself, life's a lot easier this way
- **Think of 3 positive things about the person**
  - Or at least 2, or even 1 thing
  - Empathy can be useful
- **Look for common ground**
  - There's has to be something to agree on
- **"Thank for being my teacher"**
  - Paradoxical intent: when the lesson is what not to do

RUSH

Rush University Medical Center

Creating Your Brand on Social Media

May 17, 2022

Rush Marketing and Communications

Thurston Hatcher
Manager, Social Media and Content Strategy

What Is Your Personal Brand?

Your personal brand is how you promote yourself. It is the unique combination of skills, experience, and personality that you want the world to see.

It is the telling of your story.

Source: Influencer Marketing Hub

Your Brand on Social Media
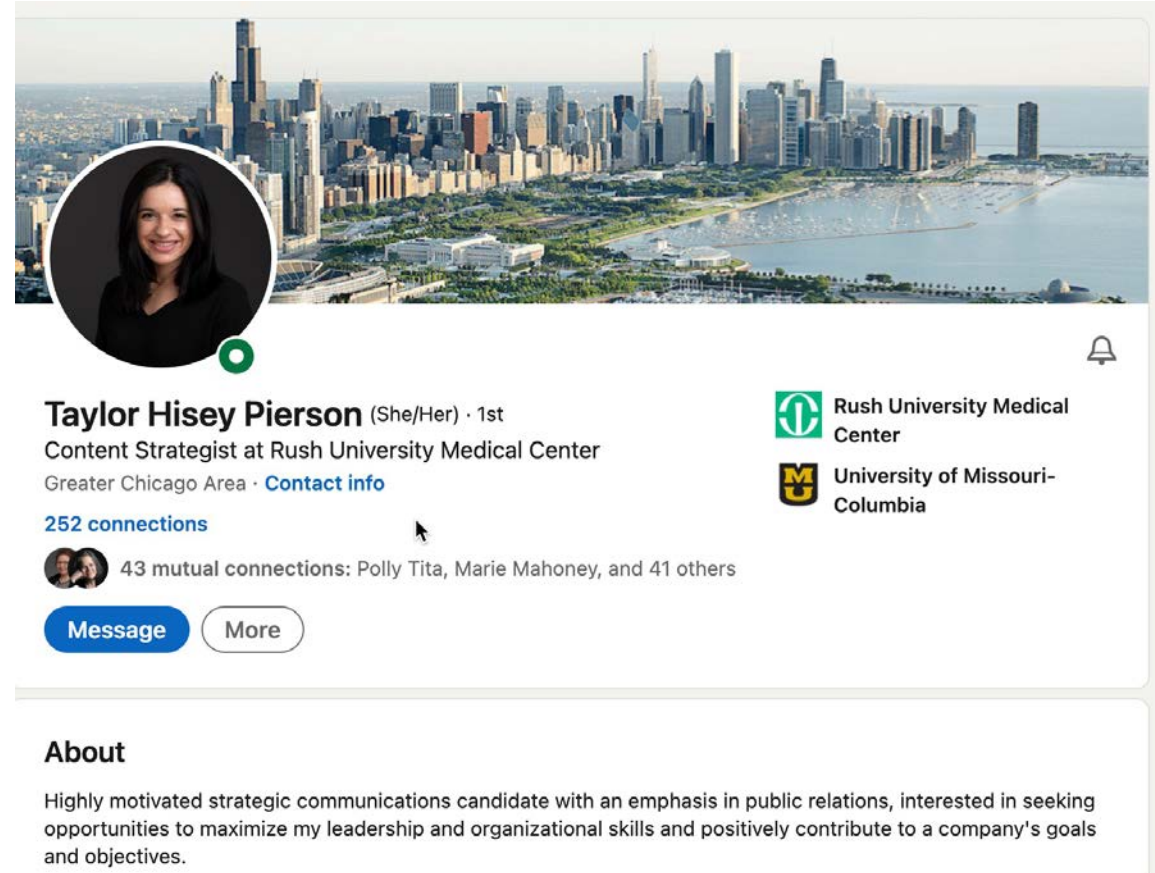
- **LinkedIn**: Important for professional reputation maintenance, networking and content sharing
- **Twitter**: Ideal for sharing expertise, networking
- **Instagram/IG Reels**: Best platform to share photos/videos.
- **Doximity**: Closed social sharing site for physicians. Important for networking, U.S. News rankings
- **YouTube**
- **TikTok??**
- **Facebook**: Less geared toward professionals but highly visible option
- **Google listings**

Your LinkedIn Profile

- Source of truth about you
- You control it
- Helps people find you
- Helps shape perceptions
- Networking
- Recruiting
- Being recruited

Curating Your LinkedIn Profile To-Do List

- Upload professional profile image
- Upload strong banner image
- Update your job title
- Update your work history
- Claim your customer URL
- Complete the "About" section
- Use keywords in "About"
- Connect
- Endorse
- ID your job skills (50 max)
- Edit your profile's visibility
- Share!

Your Brand on Twitter

- Add a profile image, brief (playful?) description
- Find your niche: Make your account about your **expertise.** That's what attracts followers.
- Personality and approachability are important, too. It's OK to work in personal tweets now and then.

Thurston Hatcher
@hatch3

Runner, health care social media person, Davidson grad, vegetarian, friend of cats

⌖ Chicago   ▦ Joined February 2009

Edit profile

Twitter Tips

- Include a disclaimer if you mention your affiliation with Rush in your profile. Example: "Opinions/tweets are my own, not Rush's."
- Tweet links to articles featuring topics of interest in your field
  - Examples include newspapers, journals, Rush news and Health & Wellness stories, your blog posts
- Be generous
  - Retweet others' tweets. Even better, add a comment with your retweet.
- Follow others, and they will follow you.
  - Consider following other experts in your field, along with hospitals and professional organizations.

Twitter Tips – Continued

- **Tweet regularly:** Try to tweet at least **three to five** times a week, and ideally no more than five or six times daily.
- **Initiate:** Join Twitter conversations with other professionals
- **Tagging:** Tag @RushMedical, @RushCancer, @RushUniversity, etc. to encourage retweeting
- **Hashtags:** Use hashtags in your tweets to improve visibility, but don't overdo it.
  - Examples: #WomenInMedicine #CRNA #HealthEquity, #oncology, #COVID19

Instagram

- Images and videos on grid/Stories/Reels
- Video increasingly dominant – 9 out of 10 users watch videos weekly
- 1.2 billion use IG every month
- Not just for kids: Gen X males are fastest-growing audience

innahusainmd   Message   Follow   ⌄   ···

538 posts   16k followers   1,004 following

Inna Husain, MD|Throat Doctor
Otolaryngologist (ENT)
📍Voice and Throat Surgeon
✨Woman in Surgery 💪 #representationmatters 💯Patient Advocate 🙌
Opinions are mine, not direct medical advice
bettervoice.store

Followed by rushuniversity, rnagdeman, brady.scott083 +3 more

Have a chronic cough that won't go away?

▶ 12.5k

RUSH

TikTok???

- Most downloaded app of 2021 (656 million)
- 1 billion monthly active users
- 650K new users every day
- Sixth-most-used social platform in the world
- 36% of users were age 35-54 in 2021, up from 26% in 2020
- Most popular content ideas:
  - Entertainment
  - Dance
  - Life hacks
  - #learnontiktok (124 billion views in 2021)

Source: Hootsuite, Revive Social

drglaucomflecken Dr. Glaucomflecken

♫ original sound - Dr. Glaucomflecken

137.6K

955

6978

@drglaucomflecken

RUSH

Doximity

- Online networking site for medical professionals
- Physicians cast U.S. News votes through Doximity
- **Who can join?** Licensed physicians, nurse practitioners, physician assistants, medical students, pharmacists, other clinically licensed health care professionals
- Claim your profile

Google

- Rush Marketing manages listings for 900+ physicians, locations

- If you have a listing — or "knowledge card" — that isn't being managed by Rush Marketing, claim it and update it.

Social Media Dos and Don'ts

- **<u>Do:</u>**

  - Do mention Rush/Rush's handle(s) (e.g., @Rushmedical, @RushCancer, @RushUNursing, @RushUniversity) in your profile and tweets

  - Do have fun/show your personality. Just remember to keep it professional.

  - Do contact the social media team if you have any larger projects/ideas we can collaborate on.

  - Do review Rush's social media policy

- **<u>Don't:</u>**

  - Don't use Rush's logo in social media profiles

  - Don't post patient information on social platforms

  - Don't seek out "friends" who are patients or respond to such requests

  - Don't discuss workplace concerns in social media forums

* See attachment for full list

Rush Social Media Policy (OP-0362)

3. You may not make public statements on behalf of Rush in letters to the editor, blog comments, discussion boards or any other social media forums for sharing thoughts and opinions. If, for some reason, you must indicate your association with Rush in a personal online communication, write in the first person, identify yourself by stating your first and last name, state your role at Rush, and use a disclaimer that makes it clear that you are speaking for yourself and not on behalf of Rush. You may use a disclaimer such as the following: "The postings on this site are my own and do not necessarily represent Rush's positions, strategies or opinions."

12. Be aware of your association with Rush in online social networks. If you identify yourself as an employee, student or contractor of Rush, ensure that your profile and related content is consistent with how you wish to present yourself with colleagues, classmates and clients. From time to time, Rush reserves the right to check employees' publicly available online profiles and can act accordingly in response to content inconsistent with the terms of this policy.

RUSH

Rush University Medical Center

Questions?

For more information, contact Thurston Hatcher
(Thurston_hatcher@rush.edu).

Audience Participation | Media Experience

Local, Regional or National?

Casual Presentation

Online?

Here to talk about what is important to you.

Print?

Television?

Feel free to ask questions throughout via chat

Radio?

Poll: How much experience do you have doing interviews with media outlets?

Live?

Scale of 1-10 (1 = Very Little 10= A Lot)

Rush Goals in the Media
Why work with the media?

- **Position Rush Excellence**

- **Position Rush Experts**

- **Grow Patient Awareness**

- **Grow Market Share**

- **Bolster the Rush Brand Locally, Regionally and Nationally**

What makes something "newsworthy?"

- **Uniqueness**
- **Numbers**
- **Timeliness**
- **Human interest**

What is Media Relations?

- **Spokesperson**
- **Storytelling**
- **Relationship Building**
- **Developing Trust**
- **Responsive**
- **Transparent**
- **Goal Oriented**
- **Reactive and Proactive**
- **Liaison with media of all kinds**

Media Relations is NOT
- **Spin**
- **Alternative Facts**
- **Advertising**
- **Sales**
- **Completely Controlled**
- **Easy**

The Washington Post
Democracy Dies in Darkness

Health

This hospital was built for a pandemic

Chicago's Rush University Medical Center was built after 9/11 to handle mass casualties. The coronavirus outbreak poses its first big test.

The State of the Media:
Realities that Impact Interviews

Shrinking Staff/Financial Challenges

Aggressive

Tight Deadlines/Pressed for Time

Appreciative

Repeat Customers

Need your expertise

Opportunity

COVID-19: *Rush was built for this!*

National News Placements

Washington Post
New York Times
CNN
CBS National
NBC National
MSNBC
The TODAY Show
CBS This Morning
Newsweek
BBC
Al Jazeera America

Rush Leads the Market | Year-to-Date

Share of Voice | Overall

SEARCH NAME	TOTAL MENTIONS
● Rush University	Brand	12.77K (43%)
● Northwestern Memorial Hospital	8.5K (29%)
● University of Chicago Medical C...	7K (24%)
● Loyola University Medical Center	1.1K (4%)

Consistent Leader:

Total number of stories featuring Rush

Total advertising equivalency for stories featuring Rush

Potential reach of stories featuring Rush

Share of Voice

3 Primary Types of Interviews

Proactive

- **Offering Experts**
- **Promoting Research**
- **Promoting Clinical Innovation**
- **Thought Leadership**

Reactive

- **Request for Experts**
- **Industry Trends**

Crisis

Proactive: Eager to participate

Reactive: Depends on expert availability and/or impact on the RUSH reputation

Crisis: Potential for significant threat to the RUSH reputation

Where did COVID-19 fall?

Building on the Momentum

Innovation and Research

- **Regional Innovative Public Health Laboratory**
- **Telemedicine**

Transforming Healthcare

- **Rush BMO Institute for Health Equity**
- **COVID "Long Haulers" Clinic**

Connecting Experts

We Want to Work with You!

How Media Relations Can Help

Storytelling

- **Rush Stories**
- **News Releases**
- **Pitching**
- **Expert Sources**
- **Op-Eds**
- **Background Discussions**
- **Trends**
- **Constantly looking for where the puck is going to be**

Media Relations Contacts
Tobin Klinger
Director of Media Relations
Tobin_Klinger@rush.edu

Charlie Jolie
Sr. Media Relations Strategist
Charles_Jolie@rush.edu

Nancy DiFiore
Sr. Media Relations Strategist
Nancy_DiFiore@rush.edu

Polly Tita
Media Relations Manager
Polly_Tita@rush.edu

Leslie Kidwell
Media Relations Specialist
Leslie_Kidewell@rush.edu

Media Relations: What's in it for you?

Exposure for your work

- **Raises awareness in your Field**
- **Strengthens Rush Brand**
- **Strengthens Your Brand**
- **Funding Agencies Like Coverage of Their Investments**
- **Helps with Future Funding**

It's just plain fun!

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Do's and Don'ts:
Things to always remember

BEFORE the interview

- **Ask for their deadline**

- **Make sure you understand the story**

- **3 Key Messages**

- **Do your research**

- **What visuals will help to tell the story?**

DURING the interview

- **Sit still/Sit up straight**

- **Lean forward slightly**

- **Sit on the tail of your jacket**

- **Keep your hands in check**

- **No swears**

- **Don't speculate**

Stripes

Polk-a-dots

White/Red/Green

Flashy Jewelry

Questions?

What are the risks?

- **Oversimplification**
- **"When something takes off, it can take on a life of its own."**
- **Misrepresentation**
- **Trolls**

Media Relations will help every step of the way!

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