**TEMPLATE FOR PROMOTION**

**PROFESSOR OF THE PRACTICE ~OR~ CLINICIAN EDUCATOR**

Last Name, First Name

EDUCATION PORTFOLIO

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# **Personal Goals/Values**

## Education Philosophy/Personal Statement

*[Use this space to indicate what your education philosophy is. You can be guided by the Academy of Medical Educators (*[*http://www.medicaleducators.org/*](http://www.medicaleducators.org/)*) professional standards core values. Also use this space to explain how you approach education and create positive learning environments.* ***EVERYONE*** *will need to provide some statement of their Educational Philosophy – it should be personal – in terms of what shapes your approaches as an educator. There is no right answer – but it should exemplify your passion for education]*

**(examples borrowed from Duke-NUS)**

1. The concept of learning involves a complex and important relationship between the student and his or her instructor. The extent of how well learning takes place also depends on individual learning styles as well as the learning environment. Students learn best when they are curious and thirsty for knowledge, and in return, the instructor needs to provide guidance and inspiration. It is not just the student who learns, the instructor himself or herself also continues to grow and learn as s/he teaches. The teacher’s role is to guide, inspire, and provide access to information, not necessarily to be the primary source of content. It is important for the instructor to also be able to instill a lifelong love for learning that will lead to continuous growth through role modelling his or her own strategies for lifelong learning.
2. The teaching of future generations of physicians is a central tenet of medicine, enshrined in the Hippocratic Oath. Mentoring medical students and junior doctors is an important part of my professional life. There are many aspects to medical education. It should be in the context of both direct instruction, apprenticeship and by setting a good example. The instructor should aim to interest the student, demonstrate appropriate clinical and analytical skills, impart knowledge or the means to acquire the knowledge and to transmit the right values of a physician. The instructor must be aware of his or her own limitations and possess integrity and honesty in the interactions with the student. The student must aim to have the work ethic to acquire knowledge or skills, be respectful of the instructor and understand the higher ethical standards demanded of a physician. Most importantly, the physician learner and learner must always remember that their profession is one of service to the greater good with the patient at the heart of their endeavors. While many factors affect the teaching and learning experience, key variables that promote learning include involvement in patient care, problem solving and case based learning in which direct interaction/management of a patient help a student understand medicine. I also believe that the learner should take personal responsibility and strive towards excellence.

# **EDUCATIONAL ACTIVITIES**

## Teaching & Supporting Learners

*[Provide a brief narrative of what you consider your significant teaching efforts such as courses or training programs, tutoring, remediation, etc.]*

**(example borrowed from Duke-NUS)**

I began teaching in 2008 in the XXXX clerkship for Duke for 2nd year students. At first, I was not certain what was expected, but after reading the school’s objectives, reviewing the clerkship program manual and discussing with the clerkship director what type of instruction would be good for the students, it was clear how I could help the students learn better. I also attended some MEU courses on teaching and saw ways I could improve. My ratings have improved from a 3.2 average to over 4.0 consistently. Students have commented that they appreciated the time and attention I have given to their learning and understanding of the clerkship expectations and skills.

*Use the* ***Teaching & Supporting Learners*** *tables to outline the key teaching efforts at the local, regional and/or national/international levels.*

*In the* ***Impact*** *field, it may be useful to consider Kirkpatrick’s levels of learning evaluation:*

1. *Reaction - what participants thought and felt about the educational activity*
2. *Learning - the resulting increase in knowledge and/or skills, and change in attitudes*
3. *Behavior - transfer of knowledge, skills, and/or attitudes from classroom into actual practice*
4. *Results - the final results that occurred because of participation in the educational activity*

*In the* ***Contribution*** *field, briefly describe the nature of the activity and the materials developed (course handouts, faculty guides, assessments).*

*In the* ***Evidence-based practice*** *field, describe where you got information to guide development, e.g. journal article, published guidelines, student or faculty feedback*.

Local

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course/Program/Activity | Dates (Years) | Participants | Impact | Contribution | Evidence-based practice |
| Duke University Doctor of Physical Therapy Program | 2011-present | ~65 DPT1 students per year | effectiveness ratings as follows (4=excellent):  2011: 3.59 ± 0.59  2012: 3.69 ± 0.42  2013: 3.93 ± 0.01 | Developed streaming lecture videos, case-based application exercises, and online assessment modules in embryology, histology, and pathology | content in 2011 delivered in a traditional, didactic approach perceived by students as less applicable, so a “flipped classroom” approach was implemented from 2012 onward |

Regional

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course/Program/Activity | Dates (Years) | Participants | Impact | Contribution | Evidence-based practice |
| North Carolina State University Doctor of Education Program | 2011-present | ~10 students per year | effectiveness ratings as follows (4=excellent):  2011: 3.59 ± 0.59  2012: 3.69 ± 0.42  2013: 3.93 ± 0.01 | Developed streaming lecture videos, case-based application exercises, and online assessment modules | content in 2011 delivered in a traditional, didactic approach perceived by students as less applicable, so a “flipped classroom” approach was implemented from 2012 onward |

National/International

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course/Program/Activity | Dates (Years) | Participants | Impact | Contribution | Evidence-based practice |
| Human Physiology Coursera Course | 2011-present | ~5000 students per offering | effectiveness ratings as follows (4=excellent):  2011: 3.59 ± 0.59  2012: 3.69 ± 0.42  2013: 3.93 ± 0.01 | Developed streaming lecture videos, case-based application exercises, and online assessment modules for Coursera platform | F2F course adapted for international, online audience |

## Development of Courses/Educational Programs

*[Provide a brief narrative of what you consider your significant scholarly curricular development efforts. Use the* ***Development of Educational Programs*** *table to describe programs that you have developed and their impact.]*

*For your key scholarly developed programs describe the* ***goals****; what background literature information* ***guided*** *you in the development of this program; the* ***method****(s) you chose to achieve the goals and/or assess impact, the* ***results*** *of program (reaction, learning, behavior change, overall impact); a summary of any enduring materials produced for* ***dissemination*** *such as course reports, learning modules, faculty guides, or publications; and a summary of the* ***feedback*** *and the changes you made or will make in response.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course/Program name | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
| DPT 602 / 603 – Body & Brain, Duke University Doctor of Physical Therapy Program | develop a flipped classroom curriculum for embryology, histology, and pathology content within a regional, dissection-based anatomy course for DPT students | DPT faculty guidelines encouraging use of Team-Based Learning approaches in the curriculum | Qualitative assessment of learner attitudes | teaching evaluations improved from 3.59 ± 0.59 in 2011 to 3.93 ± 0.01 in 2013  perceived relevance improved from 2.93 ±0.82 in 2011 to 3.78 ±0.42 in 2013  (4=excellent) | online histopathology modules, embryology case applications, online assessment modules | content in 2011 delivered in a traditional, didactic approach perceived by students as less applicable, so a “flipped classroom” approach was implemented from 2012 onward |

## Development of Assessment Tools/Methods

*[Provide a brief narrative of what you consider your significant scholarly assessment development efforts. Use the* ***Development of Assessment Tools/Methods*** *table to describe programs that you have developed and their impact.]*

*For your key scholarly developed tools/methods describe the* ***goals****; what background literature information* ***guided*** *you in the development of this tool/method; the* ***method****(s) you chose to achieve the goals and/or assess impact, the* ***results*** *of tool/method (reaction, learning, behavior change, overall impact); a summary of any enduring materials produced for* ***dissemination*** *such as course reports, learning modules, faculty guides, or publications; and a summary of the* ***feedback*** *and the changes you made or will make in response.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tool/Method | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
| INTERDISC 203C – Clinical Skills Assessment (CPX) | Accurate formative/  Summative assessment of students’ clinical skills within the CPX. This assessment is called a Performance Matrix | USMLE Step 2CS guidelines informed preparation of the Performance Matrix | Qualitative comparison to USMLE Step 2CS guidelines | ~98% (across 3 years) pass rate on USMLE Step 2CS | Dissemination of individual results to students 🡪 personalized feedback  Dissemination of aggregate results to clerkship and school leadership | Future curricular changes in neuro exam instruction have been prompted by aggregate Performance Matrix data |

## Mentoring

*[Use this space to indicate any individuals you have mentored. Provide a brief description of one or two significant mentoring relationships. Use the* ***Mentoring*** *table to list the mentees you have guided in as EDUCATORS (if lengthy, just past 5 years), purpose for mentor relationship, duration, current status of Mentee (if known) and Evidence of effectiveness/impact.*

Mentoring

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Purpose | Duration | Current Status of Mentee | Documentation of Effectiveness |
| Wilbur Dattilo, MD | GME concentration – Resident as Teacher | 2014-present | PGY-4 | * IRB proposal submitted and approved * Abstract to SGEA conference submitted |
| Feagin Leadership Scholars | Feagin Project | 2013-present | 4th year medical students | * RIME Presentation at AAMC * Article publication in Academic Medicine |

## Education Awards and special recognition

*[List any awards and special recognition you have received specifically as an educator.]*

|  |  |
| --- | --- |
| Date (Year) | Award/Recognition description and event |
| 2014 | Fellow, Duke Academy for Health Professions Education and Academic Development (AHEAD) |
| 2013 | Golden Apple Award in Basic Science Education, Duke University School of Medicine |
| 2012 | Golden Apple Award in Basic Science Education, Duke University School of Medicine |
| 2011 | Golden Apple Award in Basic Science Education, Duke University School of Medicine |
| 2010 | Kaiser Permanente Award for Excellence in Pre-clinical Teaching, University of Michigan Medical School |
| 2009 | Provost’s Teaching Innovation Prize, University of Michigan |
| 2009 | Endowment for the Basic Sciences Teaching Award, University of Michigan Medical School |
| 2009 | Thomas G. Varbedian Award for Excellence in Service to Medical Students, University of Michigan Medical School |
| 2009 | American Medical Women’s Association Gender Equity Award, University of Michigan Medical School |
| 2009 | Class of 2012 D1 Faculty Award, University of Michigan Dental School |
| 2008 | Elizabeth Crosby Award for Outstanding Teaching in the Basic Sciences, University of Michigan Medical School |

## Interprofessional/Interdisciplinary Collaborations

*[Provide a brief narrative of what you consider your significant scholarly interprofessional/interdisciplinary collaborations. Use the* ***Interprofessional/Interdisciplinary Collaborations*** *table to describe your efforts at the local, regional and/or national/international levels and their impact.]*

*For your key scholarly developed collaborations describe the* ***goals****; what background literature information* ***guided*** *you in the development; the* ***method****(s) you chose to achieve the goals and/or assess impact, the* ***results*** *of collaboration (reaction, learning, behavior change, overall impact); a summary of any enduring materials produced for* ***dissemination*** *such as course reports, learning modules, faculty guides, or publications; and a summary of the* ***feedback*** *and the changes you made or will make in response.*

Local

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Collaboration | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
|  |  |  |  |  |  |  |

Regional

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Collaboration | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
|  |  |  |  |  |  |  |

National/International

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Collaboration | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
|  |  |  |  |  |  |  |

# **Educational Management/ Leadership**

*[Provide a brief narrative of your growth in EDUCATIONAL management and leadership activities]*

**(example borrowed from Duke-NUS)**

I began teaching in 2008 with little expertise. But I sought out advice through courses and through those physicians who I thought were good role models. I intend to attend the bedside teaching and feedback professional development course in education offered by AM.EI this coming year and go to the Harvard Macy Assessment program in 2014.

## Education Degrees Earned

*[Provide a listing of the degrees you have earned to develop your skills as a health professions educator.]*

|  |  |  |
| --- | --- | --- |
| Date (Year) | Degree | Institution |
| 2010 | Doctorate in Adult Education (EdD) | North Carolina State University |
|  |  |  |
|  |  |  |

## Education Professional development

*[Provide a listing of the courses and conferences that you have attended to develop your skills as a health professions educator.]*

|  |  |  |
| --- | --- | --- |
| Date (Year) | Conference/course | Sponsoring Agency |
| 2008-14 | AAMC National and Medical Education Conferences | AAMC |
|  |  |  |
|  |  |  |

## Education Committees

*[Provide a listing of the EDUCATION related committees such as course directors’ groups, curriculum committees, course review committees, etc. you have been a part of and your role.]*

|  |  |  |
| --- | --- | --- |
| Date (Year) | Committee name | Role (member, chair?) |
| 2014-present | 1st year course directors | Chair |
| 2007-present | Curriculum Administration Group (CAG) | Member |
| 2014 - present | Masters Oversight Committee | Chair |

## Education Professional Memberships & Associations

*[Provide a listing of the EDUCATION professional memberships/associations you have been a part of and your role.]*

|  |  |  |
| --- | --- | --- |
| Date (Year) | Professional Organization/association | Role (member, chair?) |
| 2008 – present | Association of American Medical Colleges (AAMC) | Member |
| 1998-present | American Association of Anatomists | Member, Executive Board Representative (2001-2003) |

## Education Interprofessional/Interdisciplinary Collaborations

*[Provide a listing of the EDUCATION Interprofessional/Interdisciplinary Collaborations you have been a part of at the local, regional and/or national/international levels and your role.]*

Local

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Collaboration | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
|  |  |  |  |  |  |  |

Regional

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Collaboration | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
|  |  |  |  |  |  |  |

National/International

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Collaboration | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
|  |  |  |  |  |  |  |

## Education Service

*[Provide a listing of the EDUCATION Service-related activities you have been a part of at the local, regional and/or national/international levels and your role.]*

Local

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Service | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
| Reviewer of a Duke colleague’s CV, as part of AP&T process |  |  |  |  |  |  |

Regional

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Service | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
|  |  |  |  |  |  |  |

National/International

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Service | Goals | Preparation/ Guidance | Methods | Results (Learning/ behavior) | Dissemination / Publication | Feedback / response |
| Member of LCME site visit team at another medical school |  |  |  |  |  |  |

# **Educational Research & Evidence Based Practice**

## Education Publications

*Use the tables below to list each type of education related publication. Impact could include impact factor of journal, number of citations, number of hits/downloads, institutional/regional/national/international conference*

Articles in Refereed Journals

|  |  |  |
| --- | --- | --- |
| **Date (Year)** | **Title** | **Impact** |
| 2014 | The Primary Care Leadership Track at the Duke University School of Medicine: creating change agents to improve population health; [Acad Med.](http://www.ncbi.nlm.nih.gov/pubmed/24826848) 2014 Oct;89(10):1370-4. | Impact factor of Academic Medicine = 3.468 |

Books/book chapters

|  |  |  |
| --- | --- | --- |
| **Date (Year)** | **Title** | **Impact** |
|  |  |  |

Review Articles

|  |  |  |
| --- | --- | --- |
| **Date (Year)** | **Title** | **Impact** |
|  |  |  |

Abstracts/Presentations (indicate oral vs. poster)

|  |  |  |
| --- | --- | --- |
| **Date (Year)** | **Title** | **Impact** |
| **2014** | An Innovative Strategy for Transition to a Competency-Based Curricular Framework and Assessment | Oral presentation at AAMC National Medical Education Conference |

Workshops/Symposia

|  |  |  |
| --- | --- | --- |
| **Date (Year)** | **Title** | **Impact** |
| **2014** | The Flipped Classroom: Progress, Promise and Pitfalls, 2014 AAMC Medical Education Meeting, Chicago, IL. | Symposium at AAMC National Medical Education Conference |

Websites/electronic resources

|  |  |  |
| --- | --- | --- |
| **Date (Year)** | **Title** | **Impact** |
| **2007** | University of Michigan Medical School Histology and Virtual Microscopy Learning Resources website (<http://histology.med.umich.edu/schedule/medical>) | 695,000 hits since inception |
| **2011** | Duke University School of Medicine Anatomy Online Dissector and Learning Resources website  (<http://web.duke.edu/anatomy>) | 104,000 hits since inception |
| **2011** | Duke University School of Medicine Embryology Learning Resources website ([www.duke.edu/web/anatomy/embryology/embryology.html](https://www.google.com/analytics/web/?et=reset&hl=en#report/visitors-overview/a24259905w52207627p52960134/%3F_u.date00%3D20060101%26_u.date01%3D20150105/)) | 91,000 hits since inception |

## Editorship/Review of Health professions Education Journals, Online Resource Portals, and/or Conference proceedings

*[List any editorship, editorial board, and/or reviewer positions you have had on Health professions Education Journals, Online Resource Portals (e.g. Med Ed Portal), and/or Conference Proceedings.]*

|  |  |  |
| --- | --- | --- |
| **Date (Year)** | **Position** | **Journal/Online Resource Portals/ Conference Proceedings** |
| 2014 | Reviewer | 2014 Southern Group on Educational Affairs (SGEA) Conference |
|  |  |  |

## Education Research Support

*[Provide a brief summary narrative on the most significant Health professions Education Research support you have received. In the* ***Health professions Education Research Support*** *table, provide details about the grant.]*

Education Research Support

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date (Year) of grant** | **Title** | **Role (PI, Co-PI?)** | **Contributions to Project** | **Amount** | **Funding Agency** |
| 11/14/14 | Identifying Health Professions Educator Competencies: A useful process and tool for self-and 360-assessment, faculty development programming and promotion criteria | Co-PI | Idea, Implementation | $10,000 | Duke AHEAD |
|  |  |  |  |  |  |