



Effective Presentation: Starting Your Educator's Portfolio

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Associate Dean & Professor

Career Path Development for Academic Health Professionals Retreat
May 27, 2009

Adapted from Simpson D, Fenzel J, Marcdante K.



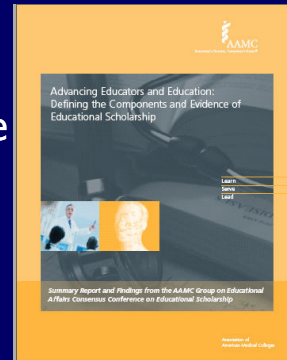
Today's Objectives Starting Educator's Portfolio

1. Identify current educational activity that can be reframed to meet the criteria of educational scholarship (daily work)
2. For a selected educational activity, effectively present evidence that demonstrates:
 - o Quantity & Quality of Your Excellence as an Educator
 - o Engagement with Community of Educators

EP's are a Teaching Tool – Your Learners are.....
Present yourself effectively!

What We Know Nationally re: Education & Documentation

Themes from
AAMC GEA Consensus Conference
on Educational Scholarship
February 9-10, 2006



Results: Re-Affirmed Educator Activity Categories

1. Teaching
2. Curriculum Development
3. Advising and Mentoring
4. Educational Leadership & Administration
5. Learner Assessment

Simpson D, Hafner J, et. al., Documentation Systems for Educators Seeking Academic Promotion in US Med Schools. *Acad Med* 2004; 79:783-790



Results: Inclusions Within each Category “Q²”

- Brief Description
 - Role, activity description
- Evidence of **Quantity** of activity (ies)
 - Narrative or tabular display of who, what, when, where, how much, how many
- Evidence of **Quality** of activity(ies)
 - Summary of student/peer evaluations
 - Include change over time, normative data
 - Short excerpts from supporting letters
 - Invitations to teach outside department or school
 - Repeat invitations to teach to the same group or course



David Brousseau, MD, MS Pediatric EM

Teaching: **Quantity**

Medical College of Wisconsin Teaching Activities: Medical Student

- | | |
|-----------------------|---|
| 2000 – current | Emergency Department Attending
Children’s Hospital of Wisconsin <ul style="list-style-type: none">– One M-3 and Two M-4 students; approx 40 hrs/ mo; 11 mo/year |
| 2001 – current | Ward Attending, Children’s Hospital
of Wisconsin <ul style="list-style-type: none">– Daily attending rounds for 3-4 students on the pediatric inpatient rotation for 1 mo/yr |

Teaching: Quantity

Medical College of Wisconsin Teaching Activities: Medical Student

- 2001 Small group discussion leader
- M-1 Biochemistry required small group case based discussions to bring clinical correlation to biochemistry lecture material
- 2001–current Instructor for Clinical Procedures Rotation (pediatric component)
- Helped develop core curriculum for required M-3 rotation
 - Teach monthly four hour course

Teaching: Quantity

Residents

2000 – current

Pediatric Emergency Medicine Resident CORE Curriculum

- Weekly required two-hour conferences for residents rotating in the emergency department
- Average two conferences/year
- Topics include: mock traumas, mock codes, interesting x-ray cases, and evaluation of the febrile neonate

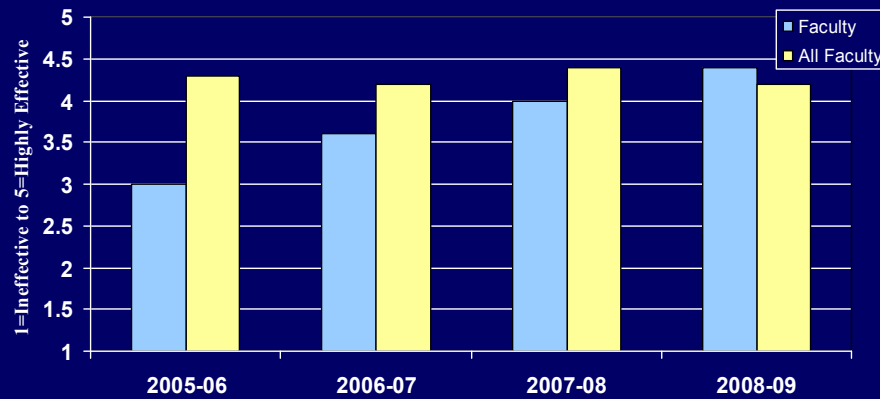
2001 – current

Ward Attending, Children's Hospital of Wisconsin, annually

- Daily attending rounds for pediatric PL-1 and PI-3 residents, family medicine residents and emergency medicine residents in their inpatient pediatric rotation for one month/year

Teaching: Quality

Learner Evaluations: Individual Faculty Teaching Ratings by Year for "Overall Effectiveness as a Teacher"



Teaching: Quantity & Quality

Role	Yr(s)	Quantity	# Learners	Quality
Family Medicine Clerkship				
Seminar Leader	2002 to present	~19 hr/yr	8-12 per rotation; 8 rotations / yr	'07-08: "Most Effective Seminar Leader" Mean = 5.4 (7-point scale)*
*Comparative ratings should be given over time; Compare with peer group if possible				

Quantity: Curriculum Dev

SECTION 3: EVIDENCE BASED MEDICINE (EBM) CURRICULUM DEVELOPMENT

Background

Practice-based learning is one of mandated ACGME core competencies for residency review committee approval, which includes evidence-based medicine (EBM). Competency in EBM require that residents demonstrate a systematic approach to identify knowledge gaps, formulate an accurate question, search for the best evidence, critically appraise the evidence, and then apply it to patient care.

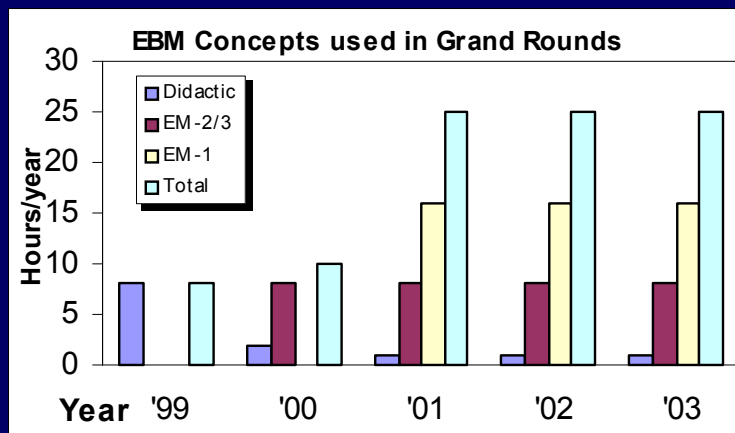
Curriculum

- 1) 1999: Didactics program started on evidenced-based medicine principles.
- 2) 2001: EM-2 and EM-3 educational objectives and presentation guidelines established. Mentor residents in small group setting, critically appraising an article of interest. Residents then moderate Grand Rounds focused on critical appraisal of that article.
- 3) 2002: EM-1 educational objectives and presentation guidelines established. Mentor residents in case presentation, clinical question formulation, and literature searching skill, leading to a Grand Rounds presentation.
- 4) 2003: Establish database preserving the resident critical appraisals done in Grand Rounds

Chris Decker, MD – Emergency Medicine

Quality

1. Didactics have decreased and interactive adult learning has increased.
2. As 1 of the 6 core ACGME competencies, a stable and growing practice-based learning program contributed to a five-year accreditation for the Department of Emergency Medicine Residency program from the Residency Review Committee (RCC).



Step #4: Evidence

Q² Quantity & Quality

EDUCATOR'S PORTFOLIO WORKSHEET												
STEP #1:	STEP #2						STEP #3	STEP #4		STEP #5		
TEACHER/EDUCATOR ACTIVITIES LIST ↓	T	CD	A/M	L	ASS	OTH	VAL	QUAN	QUAL	DRAWN FROM	CONTRI TO	
TBL, PBL, Small Group?	✓						1	Y	?			
Patient Centered Care?		✓					3	Y	Y			
ACGME 360° Instrument					✓			Y	?			
Direct Course (Prog Dir?)				✓			2	Y	?			
Assigned Advisor to____			✓					?	N			



Most Valued Activity (T, CD) & "Best Evidence" Quality?

Revisit Step #4: Finding Evidence

Q² Quantity & Quality (Comparative)

Medical Student

- Course, Clerkship, Elective Director / Coordinator
- Data Systems* (LMS, NI, E-residency)
- Committees
- Office Medical Education

Residency/Fellowship

- Program Director / Coordinator
- GMCC – Internal Review; RRC

CME

- Course/Program Director
- CME Office
- Hospital QI

Health Professions School

- Course/Program Director
- Graduate Studies Council
- Grad School Office

Evidence Your Responsibility
Ask/Get It!

Examples of Other Valued Educator Activities – Q² Engage

Advising & Mentoring
 Curriculum Development
 Educational Leadership
 Learner Assessment

Advising & Mentoring

Q²: Quantity & Quality

Name	Charles Woodson: MS → PGY Med
Duration Process	9.2001 to present: F2F mtgs; Edit (paper, CV, application for AAMC-LCME liaison)
Outcome	MD Received; Paper published in AM; AAMC Student Liaison to LCME
Effective- ness/ Quality	<i>"I wanted to thank you for ... making me young man I am today...not sure you realize impact you've had in my life..."</i>

Advising & Mentoring

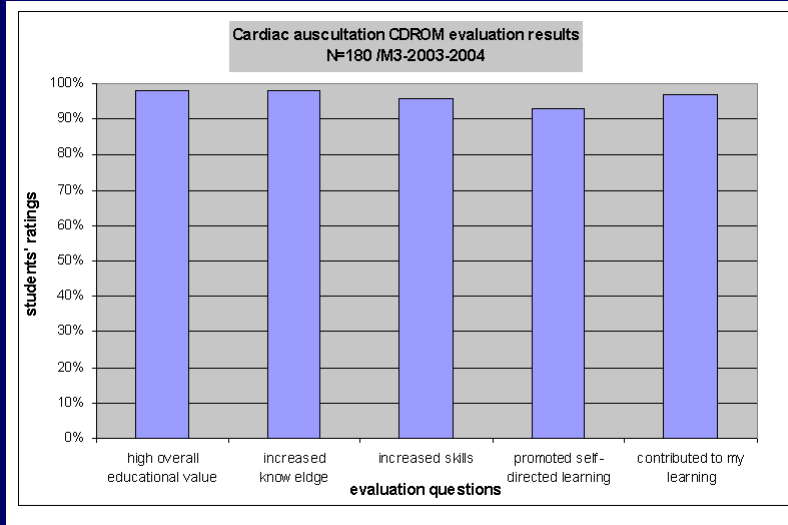
Q² + Engagement with Educ Com

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Effectiveness/Quality	"I wanted to thank you for ... making me young man I am today...not sure you realize impact you've had in my life..."
Engage-ment	<u>Draw From:</u> Literature (Kram, Morzinski), professional development activities, etc. <u>Contribute to:</u> Mentor manual accepted FMDRL; Workshop

Cur Dev: Cardiac Auscultation CD

Clear Goals	<ul style="list-style-type: none"> ○ Teach students cardiac auscultation using a self-directed learning multimedia cardiac auscultation CD-ROM.
Adequate Preparation	<ul style="list-style-type: none"> ○ Previous research has documented gaps in cardiac auscultation skills among medical students. ○ Reviewed use of technology in learning cardiac auscultation.
Appropriate Methods	<ul style="list-style-type: none"> ○ Multimedia CDROM based instructional program with PowerPoint slides, instructor voice over, sound files, and images of the main clinical and auscultatory characteristics of heart sounds/murmurs.
Significant Results	<ul style="list-style-type: none"> ○ Ninety-five percent of students rated the overall educational value of the CD-ROM very highly and indicated that the CD-ROM promoted self-directed learning. ○ Student performance on a cardiac simulation test at the end of the clerkship revealed a high level of skill acquisition (mean score 11; range 0-12). ○ See graph below for additional data

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Effective Presentation	<ul style="list-style-type: none"> Presented at the 27TH National SGIM meeting, 2004, Chicago.
Reflective Critique	<ul style="list-style-type: none"> Students' satisfaction with this tool and saving of faculty lecture time made me more aware of the importance of technology based instructional tools when used and implemented in the appropriate setting. Fostering of self directed learning skills.

Dario Torre, MD, MPH

Assessment - PDA-Based Mini CEX

Clear Goals	<ul style="list-style-type: none"> To determine the feasibility of implementing a personal digital assistant (PDA)-based Mini-CEX for third-year medical (M3) students.
Adequate Preparation	<ul style="list-style-type: none"> Literature review demonstrates validity and reliability of Mini-CEX.
Appropriate Methods	<ul style="list-style-type: none"> PDA based Mini Clinical Examination (CEX)
Significant Results	<ul style="list-style-type: none"> Implementation and feasibility of a PDA-based Mini-CEX Students and evaluators showed a high degree of satisfaction with this tool
Effective Presentation	<ul style="list-style-type: none"> CDIM(Clerkship Director Internal Medicine) plenary session, National Meeting, 2005 Abstract published in Teaching and Learning in Medicine, 2006
Reflective Critique	<ul style="list-style-type: none"> It motivated me to pursue the adaptability of a validated form to a PDA based tool which would facilitate collection and analysis of important data about students' supervision of clinical skills.

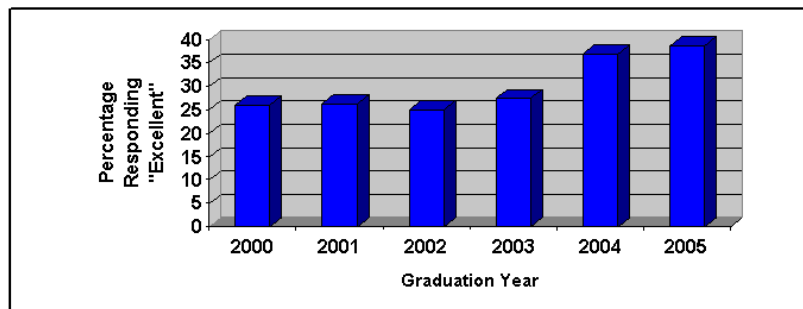
Dario Torre, MD, MPH

Educational Leader: Q2 - Quality

Clerkship Director, Obstetrics-Gynecology:

- Responsible for department educational offerings for third-year medical students since 2002
- Role includes development of core curriculum lecture series, coordination of educational experiences between three hospital sites, administration of NBME examination and OSCE
- Heavily focused on reducing reports of unprofessional behavior since 2002 with success
- Now focusing on transitioning to competency-based assessment of students in accord with MCW Strategic Plan 2007-2012

AAMC GRADUATION QUESTIONNAIRE
 "Rate the quality of your educational experience in the Ob-Gyn clerkship"



Leadership & Administrative Project *Basic Science/Clinical Integration*

Q2

- *Need:* Lack of clinical relevance, poor pedagogy
- *Goal:* Increase integration across 4 years
- *Actions:* Revised courses and conducted faculty development during 2004-06
- *Resources:* Support staff, faculty time
- *Quality/Evaluation:* 3.4/5.0 in 2003 to 4.3/5.0 in 2005

Leadership & Administrative Project *Basic Science/Clinical Integration*

Engagement with Educational Community

- *Need:* Lack of clinical relevance, poor pedagogy
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- *Actions:* Revised courses and conducted faculty development during 2004-06
- *Resources:* Support staff, faculty time
- *Quality/Evaluation:* 3.4/5.0 in 2003 to 4.3/5.0 in 2005
- *Dissemination:* 6 peer reviewed activities
- *Reflective Critique:* next year plan to...

Educational Leadership:

Residency Program Director **Q²: Quality**

ACGME Review MCW EM History	RRC Accredited Length	Cited?	Progress Report
1986 Initial approval	5 (tentative)	5	Yes
1988 Approval defer	Immediate site visit		Yes
1989 Approval	4 years	5	Yes
1993 Approval	5 (tentative)	6	Yes
1997 Site visit request	1 year		
1998 Approval	3 years	10	Yes
2002 Approval	5 years	0	NO

Worksheet 7C Engagement

 **How did it go?**

- Clear Goals = Objectives
- Adequate Preparation = Current in educ + subject matter
- Appropriate Methods = Select methods = obj
- Significant Results = Evaluation
- Effective Presentation = Dissemination to Peers
- Reflective Critique = Revise

Glassick CE, Huber MT, Maeroff GI. *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass 1997.

Next Steps

Engagement

- Adequate Prep: Consultant? Training?
 - Office of Medical Education
 - Center Education & Scholarship



Home ... Faculty Development and Resources > Mentor Program > Educator's Portfolio

INFORMATION FOR: Alumni and Others

Mentor Program

- Overview
- Mentee Roles and Characteristics
- Mentor Roles and Choosing a Mentor
- 4 Habits of Highly Effective Faculty
- PMS: Personal Mission Statement
- Time Management
- Developing Your CV

Educator's Portfolio

- Sample EPs
- Promotion Process
- Resources
- Contact Information

Sample Portfolio's on Web Site

www.mcw.edu/mentor

Scroll down EP Samples

The purpose of a portfolio is to make significant chunks of what educator's do available for peer review. Only when we have something to value, will we have something to evaluate....and we cannot value something that we cannot share, exchange, and examine.

Thank my colleagues - public

L. Shulman, PhD, AAHE, 1990

Teaching vs. Educator's Portfolio

Educators wear many different hats including (1) serving on committees; (2) directing courses/clerkships/rotations; and (3) curriculum development to mention just a few. Teaching is just one of the multiple roles educators fulfill. MCW chooses to use the Educator's Portfolio (EP) because it captures a breath of roles based on review of literature, survey, and personal experience.

<http://www.mcw.edu/display/docid2546.htm>

Next Steps (cont)

Engagement

- Create task/timeline → “public”
 - Start small – realistic
 - SEARCH (drawn from & build on)
 - Review with colleague
- Collaborate? (co-authors)
 - Ex: M3 Clerkship Directors PCC Intersession
 - CGEA → AAMC MedEdPORTAL → *Acad Med* (RIME)
- Take a Risk (sing?)

In Sum: Effectively Presenting Yourself as an Educator

- Teaching Others about Q^2
 - What you do (quantity)
 - How effective you are (quality)
- Collect your evidence
- Time for EP development = writing paper
 - Peers friendly review PRIOR to high stakes
- Valued as educator
- Seek to engage “valued” activities

Revisit Objectives

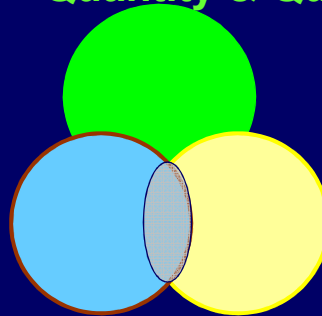
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2. For a selected educational activity, effectively present evidence that demonstrates:
 - o Quantity & Quality of Your Excellence as an Educator
 - o Engagement with Community of Educators
3. Meet new colleagues engaged as educators

Join Community of Engaged Educators → Educational Scholarship

Q² = Quantity & Quality

**Draw From
Field Inform
Own Work**



**Contribute to
Field Inform
Others Work**