4ᵗʰ Friday Promotion Series: Creating Your Teaching Portfolio

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at Children's of Alabama

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Objectives

- Utilize effective techniques for interprofessional communication
- Recognize effective teaching and learning methodologies
- Utilize effective techniques to foster physician scholarship

Game Plan

- Didactic

- Interactive exercise

- Report out

Definitions

Portfolio …

a large, thin, flat case for loose sheets of paper such as drawings or maps

Teaching Portfolio is …

a written document that describes and details the strengths of your teaching and educational innovation

AKA Educator Portfolio/Academic Portfolio

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Definitions

Educator Portfolio/Academic Portfolio

- a compilation of academic work, accomplishments and other evidence that can be used to evaluate your effectiveness as a teacher and educator

- a framework for collecting, organizing and analyzing information about your work as an educator.

Why

- Rise of the Clinical Educator
- Ascendancy of educational scholarship
- Bottom line
  - Record keeping
  - Plan & structure professional development
  - Promotion & tenure

Types of Portfolios

- Developmental vs. Promotional
- Formative vs. Summative
- Paper vs. Electronic vs. Virtual

Teaching ≠ Scholarship

3Ps of Educational Scholarship

- made PUBLIC

- undergo PEER REVIEW

- become a PLATFORM on which others can build.

Lee Shulman, Carnegie Foundation

Glassick's Criteria

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentations
- Reflective critique

Glassick, <u>Scholarship Assessed</u>. 1997

Scholarship criteria applied

- clear goals
- appropriate methods
- significant results
- effective communication

Simpson DE, Fincher R, Making a case for the teaching scholar
Academic Medicine, 1999.

AAMC Principles: Excellence

- Evidence of education excellence must document both the quantity (how much, how often, with whom) and quality of educational activities.

Simpson et. al. AAMC, 2007

AAMC Principle: Engagement

- Effective presentation demonstrates that the activity drew from and/or contributed to the education community and its body of knowledge

Simpson et. al. AAMC, 2007

AAMC Core Educator roles

- Teaching
- Curriculum Development
- Advising & Mentoring
- Education Leadership
- Learner Assessment

Simpson D et. al. Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship. Proceedings from the Association of American Medical Colleges Group on Educational Affairs Consensus Conference on Educational Scholarship, 9-10 February 2006, Charlotte, NC. Washington DC: AAMC 2007.

Possible Components

- Executive Summary
  - Teaching philosophy
  - Goals
  - Professional Development
- Evidence of Teaching Performance
  - listing of intramural teaching activities:
  - listing of extramural teaching activities
- Mentoring & Advising
  - Mentor chart
- Curriculum Development & Leadership
- Assessment of teaching
  - Learner ratings
  - Awards for teaching and medical education
- Activities undertaken to improve teaching

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Executive Summary

- Teaching Philosophy
- Goals as educator
- Professional development as an educator

Teaching philosophy

- Reflective, straight-forward
- Use language and terms that are easily understood
- Assume a narrative first person voice
- Create a portrait of your teaching practices, objectives, values and strategies
- Describe how it translates into action

Development as an educator (I)

- Participation in seminars, workshops, courses and professional meetings aimed at the improvement of teaching

Name of Program	Sponsoring Organization / Institution	Type and Description of Program	Dates
Instructional Design Workshop	Academy of Medical Educators at UMMSM	A 2.5 hour workshop on the basic principles of curriculum development and instructional design	Apr 14, 2016
Minority Faculty Career Development Seminar	AAMC	A 3-day professional development seminar for junior faculty aspiring to leadership positions in academic medicine. Received instruction on competencies in academic and organizational leadership and participated in small group career consultations	Sep 5-8, 2014

Development as an educator (II)

- HOURS OF STUDY
  - Estimate the number of hours that you have spent reading and preparing the subject matter for your teaching.
- CURRICULUM REVIEW
- PEER OBSERVATION
- STUDENT QUESTIONNAIRES

Development as an educator (III)

Teaching Activities Grid

Activ #	Year(s) Taught*	Title or topic of activity	Teaching strategy and context	Where taught (local, reg, nat, internat'l)	Total teaching hours/yr for this activity	Type of learner	Nu learne for acti
1							
2							
3							
4							
Grand Total							

Source: SAEM Educator Portfolio
Template developed by the Academic Pediatrics Association for the
PAS Educational Scholars Program REV 1-24-08

Evidence of Teaching

- course or session title
- a brief description of the content and format
- when and where it was taught (departmental, institutional, regional, national, international)
- time allocation
- number and type of learners.

Evidence of Teaching: Intramural Teaching Activities

- formal courses/lectures/CME

- teaching rounds

- clinical didactic and bedside sessions

- small group learning experience, problem-based learning sessions, seminars

- journal club leadership

- one-on-one teaching sessions
  - editorial assistance to students
  - supervision and advising students or others,

- preparation/administration of board exams,

- evaluator for clinical examinations

- membership on committees related to education

Evidence of Teaching: Extramural

- visiting professorships
- invited lectures and educational presentations at regional/national meetings
- development of patient educational materials

Mentoring & Advising

- Should take the form of a mentoring chart

Mentoring chart

Mentees and Research Projects			
Trainee	Training Period	Project	Submissions or Additional Scholarly Productivity
Medical Students			
Chase Cox	Jan 2018-present	Investigating the ROI for CVL insertion training curriculum	
Hannah Turner	May-June, 2017	Scholarly Activity, High Fidelity Interactive Tabletop for Process Testing	RIME poster, International Meeting of the Society in Healthcare
Avery Berlin	May-June 2017	Scholarly Activity, Developing a Procedural Simulation Curriculum for Vascula	RIME, International Meeting of the Society in Healthcare
Wilson Delaney	May-June 2017	Scholarly Activity	
Jamey Hammond	May-June 2016	Scholarly Activity, Exercise-Associated Hyponatremia: An Interprofessional Simulation Case for Medical and Nursing Students.	RIME poster, manuscript in preparation

SSiH poster
Author on repeated practice manuscript
Medical Student Research Day (2012)
POSNA conference presentation/ manuscript in orthopedics journal
SSiH poster and published abstract in Sim in Healthcare
SSiH poster and published abstract in Sim in Healthcare
Injury Free Coalition for Kids abstract
International Pediatric Simulation Society Symposia and Workshop abstract
MedEd Portal case
MedEd Portal case
Published manuscript, PreHospital Emergency Care
SSiH poster and published abstract; MedEd portal cases
SSiH poster and published abstract, Manuscript published in Pediatric Emergency Care.
Mercedes grant application draft.

Curriculum Development & Leadership

- Courses, or collections of courses, developed

- Innovations

- Leadership roles related to education/training

LEADERSHIP AND MEMBERSHIP ROLES				
Title of program/course(s) that you direct	Dept/ Instit'l	Regional	National/ Internat'l	Duration in years
1.				
2.				
3.				
Name of educational committee(s) that you lead				
4.				
5.				
6.				
Name of educational committee(s) on which you are a member				
7.				
8.				
9.				

Assessment of Teaching

- summary of or reference to student evaluations

- peer evaluations

- departmental reviews

- letters of support (solicited or not solicited)

- awards for teaching

Improving teaching

- Annual reviews with action plans
- GNOME analysis
  - G = Goals
  - N = Needs
  - O = Objectives
  - M = Methods
  - E = Evaluation

CURRICULUM DESCRIPTION(S)

Activity number	Curriculum topic and type (e.g. clerkship module, residency longit experience, fellowship research component)	Type and # of learners per yr	Is it imple-mented? (Yes/No)	Where is it implemented? (dept, instit, regional, national, intern'l)	Your degree of respo (leader or contributor)

GNOME ANALYSIS OF CURRICULUM

GNOME* Elements	Element included? Y/N	Indicators of Quality	Evidence of Quality
Activity number			
Goals/objectives		Goals are approp in scope; objectives are specific and measurable/evaluable	
Learner needs assessment		Curr design uses learner needs assessment to choose and refine G/O and methods; use learner eval data to refine needs assessment	
Teaching/learning methods		Curr design includes variety of methods that address educ goals, and meet needs of diverse learners in specific educational settings	
Learner evaluation and feedback		Curr design includes sound learner evaluation methods (valid, reliable, feasible)	
Curriculum/program evaluation		Curriculum is modified periodically using results of learner and program evaluations	
Activity number			
Goals/objectives		See above	
Learner needs assessment		See above	
Teaching/learning		See above	

Source: SAEM Educator Portfolio Template developed by the Academic Pediatrics Association for the PAS Educational Scholars Program REV 1-24-08

Other

- Publications and scholarly products related to education

- Educational grants funded

- Professional reviewer/moderator

- Participation in Working groups

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The Perfect Portfolio

- Modular & Adaptable
- Short with appendices (perhaps hyperlinks if electronically available)
- Updated

Tips & Tricks

- Start yesterday
- Save everything → electronically if possible
- Think of this as an iterative process
- Budget time – calendar item
- Get help

Interactive: Think/Pair/Share

- Take a few minutes to think individually about your <u>educational philosophy</u>
- Then (when prompted) talk with your neighbor
- Then we'll report out to the whole group

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Some possible inspiration

- Knowles – adults have experience
- Gibbs– deep and surface learning
- Kolb – experiential learning cycle
- Mezirow – androgogy – adults as self-directed learners
- Schon – reflection on action

WHY I TEACH

- Improve care for patients
- Serve as a mentor and role model
- Share my love for learning
- To be a life-long learner

WHAT I TEACH

- Student responsibility
- Value of diversity
- Critical thinking
- Evidence-based Practice
- Know your patients beyond their disease

HOW I TEACH

- Diverse instructional strategies
- New technology
- Actively engage learners
- Promote accountability
- Set high standards

HOW I ASSESS MY TEACHING

- Solicit feedback from learners
- Disseminate material for peer review
- High fidelity assessments
- Reflective practice

Interactive: Think/Pair/Share

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Some prompt questions

- Thinking about why I teach, what principles underlie my teaching?

- What are the characteristics of a good teacher and a good learner?

- What are my thoughts about how people learn?

- What environmental, personal, and interpersonal factors promote/impede learning?

- What are my strengths as a teacher?

Baldwin et. al. Leadership Lesson, AAMC

Group report out …

Wrap up/Takeaways

- What is one thing you are going to:
  - Continue to do that you are already doing
  - Start doing that you haven't been doing
  - OR
  - Stop doing that you have been doing

  After this talk!

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