**Clinician Educator OR Scientist Educator Track Information Addendum 2023**

Please fill in all data applicable to you, and indicate "N/A" if an item is not applicable.

Educators are expected to 1) demonstrate a scholarly approach to teaching and education practice, and 2) contribute to the dissemination of knowledge in a clinical or scientific field, in health professions, or in the practice of biomedical education. For each of these two broad areas of work there are categories of work, outputs and/or roles as well as options for evidence to guide candidates. Evidence for some categories (e.g. direct teaching, teaching quality, awards, presentations and publications) will be obtained from the CV, while evidence for other categories will be obtained from the information provided in this Clinician Educator OR Scientist Educator Track Information Addendum. Rows on the [Educational Addendum](https://icahn.mssm.edu/files/ISMMS/Assets/About%20the%20School/Faculty-Resources/Educational%20Addendum%20December%202022.pdf) that are in red indicate areas where evidentiary information will be gathered from the CV and rows that are black indicate areas where evidentiary information will be gathered from this Clinician Educator OR Scientist Educator Track Information Addendum.

Development or adoption of innovative teaching methods grounded in learning principles such as simulation, standardized patient experiences, virtual reality experiences, laboratory exercises, team-based learning exercises, etc.

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|  | **Teaching Method(s)** | **Role** | **Session Title(s)** | **Program (UME, GME, Graduate School, CPD, other)** | **Level of learners (Number of learners)** | **Evaluation Summary** | **Years Implemented** |
| **Examples** | Standardized patient session | Session developer | Hospital discharge counseling | UME | 3rd year medical students (132) | 4.8 (scale 1 poor-5 outstanding) | 2020-Present |
| Small group discussion session | Session co-developer with Drs. X and Y | Human microbiome case analysis | Graduate school | PhD students (64) | Outstanding (scale Poor-Outstanding) | 2019-2021 |
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Integration of topics pertaining to racism, diversity, equity, inclusion, health care disparities, and bias in teaching activities

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| **Example** | Discussion group | Session facilitator  | Understanding the structural determinants of health | UME and Nursing school  | 2nd year nursing students and 3rd year medical students (160) | 4.5 (scale 1 poor-5 outstanding) | 2021-Present |
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Contributions to efforts that ensure learners are treated equitably and inclusively regardless of race, gender identity, sexual orientation, ability status, cultural or socioeconomic background

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|  | **Effort** | **Role** | **Brief Description** | **Years Implemented** |
| **Example** | Development of evaluation questions related to bias in teaching evaluation forms  | Developer | Integrated 3 questions for students to report anonymously concerns of bias in teaching evaluation forms. Concerns are reviewed and followed-up by the Course Director | 2019- Present |
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Adoption of methods of assessment and evaluation that are observable, measurable, relevant, replicable, aligned with goals and objectives, and outcome-focused

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|  | **Assessment or Evaluation Method(s)** | **Role** | **Session Title(s)** | **Program (UME, GME, Graduate School, CPD, other)** | **Level of learners (Number of learners)** | **Brief description** | **Years Implemented** |
| **Examples** | Observed Structured Clinical Examination (OSCE) | Developer | Ambulatory Care OSCE | UME | 3rd year medical students (120) | -2 stations focused on ambulatory care skills mapped to program objectives-1 station focused on advanced communication-Checklists designed for each station to guide feedback | 2019-Present |
| Oral examination | Co-developer with Dr. X and Y | End of rotation lab examination | Graduate school | MSBS students (50) | -6 question oral examination aligned with lab rotation goals and objectives-Faculty checklist for scoring each question | 2020-Present |
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Development of a new curriculum, course, clerkship, program, training grant, conference, seminar series, or massive online open course in an area of clinical or scientific expertise or in health professions and/or biomedical education.

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|  | **Title** | **Role** | **Brief Description** | **Program (UME, GME, Graduate School, CPD, other)** | **Level of learners (Number of learners)** | **Evaluation Summary** | **Years Implemented** |
| **Example** | Climate change and health  | Course developer | -14 hour required course for Master’s degree students-Includes large group, small group and case discussion sessions | Graduate school | 1st year Masters students (62) | Overall course rating 4 (scale 1 poor -5 outstanding) | 2022 |
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Creation of novel or unique teaching methods or materials, including educational software, videos or web-based materials

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|  | **Title** | **Role** | **Brief Description** | **Program (UME, GME, Graduate School, CPD, other)** | **Level of learners (Number of learners)** | **Evaluation Summary** | **Years Implemented** |
| **Example** | Laparoscopic skills: Virtual Reality Training | Training session developer | -3 part virtual reality program focused on advanced laparoscopic skills-Unique cases requiring progressive learning created for each session | GME | PGY 4 General Surgery residents at MSH (12) | Overall session rating 4.2 (scale 1 poor-5 outstanding) | 2020-Present |
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Creation of novel or unique evaluation or assessment methods

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|  | **Title** | **Role** | **Brief Description** | **Program (UME, GME, Graduate School, CPD, other)** | **Level of learners (Number of learners)** | **Evaluation Summary** | **Years Implemented** |
| **Example** | Direct observation checklist for medication reconciliation  | Checklist co-developer with Dr. X; faculty development facilitator | -Skills-based checklist for direct observation of residents conducting medication reconciliation prior to patient discharge-Led faculty development on use and scoring of check list for direct observation  | GME | PGY 1 Internal Medicine residents across health system (131) | None available | 2022 |
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Establishment of partnerships or programs to enhance faculty development in an area of clinical or scientific expertise, or in health professions and/or biomedical education

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|  | **Title** | **Role** | **Brief Description** | **Program (UME, GME, Graduate School, CPD, other)** | **Level of learners (Number of learners)** | **Evaluation Summary** | **Years Implemented** |
| **Example** | INVEST: Investigator Education Skills Training Faculty Development Program | Program co-developer; Program Director | 6-part, 12 hour longitudinal course for basic scientist educators focused on key teaching and curriculum design skills | CPD | Faculty (N= 20) | Overall program rating 5 (scale 1 poor-5 outstanding) | 2019-2021 |
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Creation or enhancement of educational opportunities for those who have been historically excluded or underserved by clinical or academic medicine.

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|  | **Title** | **Role** | **Brief Description** | **Program (UME, GME, Graduate School, CPD, other)** | **Level of learners (Number of learners)** | **Evaluation Summary** | **Years Implemented** |
| **Example** | Summer Program for Minority High School Seniors | Program co-developer; teacher; mentor | 6-week summer program for minority students who are in their final year of high school and have an interest in science and medicine | Other (pre health students) | High school students (N=40) | Program quality: Average rating “Excellent”98% of respondents would choose program again | 2018- present  |
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Active participation in educational, professional or scientific societies including, but not limited to committee, subcommittee or interest groups

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|  | **Organization** | **Committee, subcommittee or interest group** | **Local, Regional, National or International level?** | **Role (member, co-chair, chair etc.) and dates of service** |
| **Example** | American College of Surgeons | Education Committee | National  | Member (2017-2019)Co-Chair (2019-present) |
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Service on local, regional or international committees developing materials, policies or guidelines for training and/or education

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|  | **Organization** | **Committee, subcommittee or interest group** | **Local, Regional, National or International level?** | **Role (member, co-chair, chair etc.) and dates of service** |
| **Example** | Accreditation Council for Graduate Medical Education (ACGME) | Residency Review Committee-Radiology  | National | Member (2020-present) |
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