**EXAMPLE 2: FELLOW**

**Direct Teaching WORKSHEET**

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| **Title of teaching activity** | XYZ 1st Year Medical School Course  |
| **Your teaching role** | Lecturer and Small Group Leader. I do about 50% of the lectures in the course and discuss content and format with the course director and other lecturers.  |
| **Level of learner** | First year medical students |
| **Contact with Learners****(Quantity)** | The course is 2 months long and taught once per year 1. Direct teaching activity contact time: 20 hours of lecture, 12 hours of small group sessions2. Total hours/year: 10hours/year lecture, 9 hours/year small group facilitation 3. Average # learners per teaching session: Lectures: 140 students in each first year medical school class plus approximately 12 graduate students. Small Groups: 8 students/session (8 different students/year) |
| **# Years Teaching** | 4 Years: Year X- Year X |
| **Goals** | My goals as a lecturer are to:1. Create “memorable moments” during the lecture so that the student feels that they are actually seeing a patient with the given disease I’m talking about. I use striking visual images (microscopic and de-identified clinical) which make some of the disorders hard to forget.
2. Help students organize complicated information for the purpose of applying the information to patients in the future. With XYZ diseases, the challenge is to help students organize the information so that they can group certain causes together. As physicians we think of the commonality of various causes by the systems they affect more than by their taxonomic similarities. This approach helps the students once they have to evaluate patients with symptoms of overlapping clinical diseases.
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| **Methods** | We use a combination of lecture, lab, and small group discussions to show how concepts in XYZ are applied. Our small group sessions are led by physicians in my department and the cases are online. The web-based learning has allowed us to take clinical images from real cases for the sessions. They also incorporate radiology and microscopic images that I have collected in my clinical practice. We have also implemented a new set of rounds called “XYZ Expedition.” Small groups of students join me in the hospital microbiology lab to examine real specimens under the microscope. We then go to the hospital to see the patients that are being affected by these pathogens. It gives the students a deeper appreciation for the impact that this field can have on many different types of patients.  |
| **Evidence of Quality** | * Quantifiable comparative data on your teaching effectiveness: See below
* I have a 90% attendance rate at my lectures which is above average
* Evalue student comments: Every 5th comment from the last 3 years for lecture evaluations (See Appendix A) and all comments from my small group students from the last 3 years (Appendix B). I omitted the first 2 years of the course due to length limitations for supporting materials.
* I also lecture in another first-year medical student course and in a course in the School of Public Health. I have given grand rounds for various departments, including Internal Medicine, Palliative Care, Urology, and Allergy/Immunology.
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| **Evidence of Dissemination** | * Invited to teach this topic at Beth Israel Hospital, St. Vincent’s Hospital, North General Hospital, and JFK Hospital. I am a regular lecturer for the City University of New York Sophie Davis Program in Biomedical Sciences.
* I have developed the small group cases for the same XYZ course on our website to include radiology, microscopic, and clinical images. I am using these cases as the basis for a book chapter that I am writing on the topic.
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1. **Quantifiable Teaching Evaluation Data**

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| **Year** | Year 1 | Year 2 | Year 3 | Year 4 |
| **Teaching Effectiveness** **as Lecturer**Scale 1-5, 5 best) | N= **130**Rating= **4.8**Comparative ratings= **4.3** | N= **130**Rating= **4.9**Comparative ratings= **4.6** | N= **150**Rating= **4.9**Comparative ratings= **4.4** | N= **150**Rating= **4.8**Comparative ratings= **4.3** |

1. **Overall Evidence of Teaching Quality**

Mount Sinai School of Medicine Teaching Excellence Award Year X