


**Teaching Academy Membership Application
Teaching Portfolio Cover Page – Protégé, Member, Master Teacher and Distinguished Educator**

Name:	Sherrie Khadanga	Email : emailaddress@uvmhealth.org	Date:	1/27/16
Current Position/Title:	Resident, Internal Medicine	Primary Academic Department:	Internal Medicine	
School:	University of Vermont	Mailing Address (for all Teaching Academy correspondence):	Full mailing address	
Campus Telephone:	999-999-9999	Other Telephone:		
Your current faculty rank (check one):	<input checked="" type="checkbox"/> Resident/Fellow/Doctoral Student <input type="checkbox"/> Instructor	<input type="checkbox"/> Assistant Professor	<input type="checkbox"/> Associate Professor	<input type="checkbox"/> Professor
Your academic Pathway (check one):	<input type="checkbox"/> Tenure	<input type="checkbox"/> Research Scholar	<input type="checkbox"/> Education Scholar	<input checked="" type="checkbox"/> Clinical Scholar
Academy membership category for which you are applying:		<input checked="" type="checkbox"/> Protégé	<input type="checkbox"/> Member	<input type="checkbox"/> Master Teacher
<input type="checkbox"/> Distinguished Educator				
For protégé applicants only - mentor name and project title: Halle Sobel- Team Based Care Model in IM Resident Continuity Clinic				
Check each of the educational scholarship domains within your Teaching Portfolio on which your application for Teaching Academy membership should be based: You may fill out greater than the required domains below; however, please check only the domains you would like your application based on.				
<input checked="" type="checkbox"/> Direct Teaching	<input type="checkbox"/> Mentoring & Academic Advising	<input type="checkbox"/> Curriculum/Course Development	<input type="checkbox"/> Learner Assessment and Evaluation	<input type="checkbox"/> Leadership and Service/Administration
<input type="checkbox"/> Educational Research				

List your required letters of support from Chair or Supervisor, and if applicable TA Sponsor (Protégé only) (website: <http://www.uvm.edu/medicine/teachingacademy/>).

	Name / Institution / Dept.	Position / Role	Email Address	Telephone Number
1.	Mark Pasanen, UVM Internal Medicine	Program Director	emailaddress@med.uvm.edu	999-999-9999
2.	Halle Sobel, UVM Internal Medicine	Assistant Professor	emailaddress@uvmhealth.org	999-999-9999

Please check the appropriate attestation to indicate your agreement, then sign and date in the appropriate space:

Role	Attestation	Signature	Date
Applicant	<input checked="" type="checkbox"/> This application is complete and an accurate representation of my involvement and achievement in teaching and education and if accepted, I agree to fulfill the expectations necessary to maintain active membership.		1-28-16

January 28th, 2015
Director Katie Huggett, PhD

Dear Dr. Huggett,

I would like to apply for membership to the Teaching Academy as a Protégé. Currently, I am a third year medical resident in Internal Medicine and will be pursuing a fellowship in Cardiology at UVM. My overall interest is to pursue a career in academic medicine. By training and working in a university setting, there is an emphasis placed on teaching and education. As a resident, it is my role to not only manage and treat patients but to teach 3rd and 4th year medical students clinical skills and basic concepts of internal medicine. During my inpatient rotations, I often take medical students to the patient's bedside where we can focus on key findings of the clinical exam. Additionally, 2-3 times a week, I provide my students with readings from *In the Clinic- Annals of Internal Medicine* or *New England Journal of Medicine* and then go over with them the article to highlight key concepts and integrate evidence based management into their curriculum.

Often times, residents are unaware of resources available to patients in the community and an important concept, particularly in the outpatient setting, is the idea of a medical home which creates a setting for physicians, nurses, social workers, and nutritionists to work together on the management and care of a patient. Currently, this is being explored through a project I developed with Dr. Halle Sobel, a member of the Teaching Academy, looking at the role of a community health team on diabetes management in a resident clinic.

While there is much for me to gain by joining the academy, I feel that I can make a valuable contribution towards the education of our internal medicine residents. Looking ahead, I would like to develop a curriculum for the residents during their continuity clinic that focuses on this concept as it will allow for coordinated care of patients and help physicians to have a better understanding of the various roles of other providers and explore impact it has on patient care.

I look forward to the opportunities membership of the Teaching Academy can provide. If you have any questions, please don't hesitate.

Sincerely,
Sherrie Khadanga

Teaching Record

Year ¹	Course Title &/or Teaching Setting	Hours ²	Number of Learners ³	Learner Level ⁴	Teaching Method(s) ⁵												
					1	2	3	4	5	6	7	8	9	10	11	12	
2011, 2012	Physiology—tutoring for 2 nd year medical students	10	3-5	MS2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2011, 2012, 2013	Internal Medicine Interest Group Simulation Lab	40	15-20	MS3-MS4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2013	Team Based Learning Modules	30	30	MS2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2013	Gross Anatomy	20	25	CmuO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2014, 2015, 2016	Internal Medicine Senior Residency	2000	30	PGY-1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2014	GME Residency Orientation Simulation	5	30		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹Please indicate the academic year in which each teaching activity occurred (e.g., 2009-2010; if taught multiple times list as such, e.g. 2012, 2013, 2014 rather than documenting as separate entries). Include only the most recent five years. Add rows to the table, as needed.

²Number of hours per academic year involved in direct teaching with learners (does not include preparation time)

³Number of learners enrolled/participating in the course/educational program

⁴Write in each cell the code(s) that apply for the course (You may modify key to reflect appropriate learner groups): MS1, MS2, MS3, MS4= Medical student and year of training; R= Medical Specialty Resident; F = Fellow; Ug= Undergraduate G = Ph.D./Graduate, PGY1, PGY2, PGY3, FD = Faculty Development, C = Continuing Education ,CmuO= community outreach (e.g. High school students, community medical school, etc.)

⁵Double click the boxes corresponding to numerical codes that reflect the teaching method(s) you use regularly in the course. Mark all (multiple if applicable) that apply for each course entry.

Please use the following key: **

1= Case-Based Instruction/Learning; 2 = Clinical Experience-Ambulatory or Inpatient; 3 = Concept Mapping; 4= Discussion, small group; 5= Independent Learning; 6 = Laboratory; 7 = Lecture; 8 = Preceptorship; 9 = Problem-Based Learning; 10 = Simulation; 11 = Team-Based Learning; 12 = Workshop

** Please note that the listed teaching /instructional methods are those recommended by the MedBiquitous Curriculum Inventory Working Group Standardized Vocabulary Subcommittee (AAMC 2012). Please consult their document at <http://medbig.org/curriculum/vocabularies.pdf> for additional information/descriptions of each instructional method or to see additional methods (not listed here) that may better fit your teaching method

Educational Scholarship Domains

Complete only those for consideration in your application

For Review Only

Direct Teaching

	<p style="text-align: center;">Narrative/Description</p> <p>In this column, write a narrative to describe your teaching according to the category to the left.</p> <ul style="list-style-type: none"> Pick your most effective examples (this is a portfolio NOT a dossier) For guidance regarding the definition and examples of Quantity, Quality, Engagement, see: <i>Table 1; Simpson et al "Advancing Educators" Med Ed 2007: 41, p. 1006.</i> 	<p style="text-align: center;">Evidence</p> <p>Bullet items in this column are suggestions, not an exclusive list. <i>Italicized text</i> should be replaced with your information (using a regular font, not italics); Bullet format can remain.</p> <ul style="list-style-type: none"> Reference relevant evidence in your CV; do not duplicate entries here. Put larger items in appendix and reference them in this column. Please delete all provided italicized text.
<p style="text-align: center;">Quantity (Roles and Activities)</p>	<p>As a resident, have done direct teaching at the bedside as well as during rounds to highlight physical exam findings and discuss common illnesses seen. Lead Morning Report (case based discussion) every month for 2nd and 3rd year Residents</p>	<ul style="list-style-type: none"> Please see teaching record Please see attached CV
<p style="text-align: center;">Quality (Effectiveness and Excellence)</p>	<p>Consistently, I have received great reviews and feedback on learner evaluations as well as from attendings regarding my priority placed on teaching and the quality. In 2014, I was nominated for the Arnold P. Gold Foundation Humanism & Excellence in Teaching Award</p>	<ul style="list-style-type: none"> See sample feedback (appendix A)
<p style="text-align: center;">Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)</p>	<p>I have sought out other educators as mentors (including those who are members of the teaching academy) to help improve my teaching skills. Have worked with the IM chiefs regarding the curriculum of IM residency- developing a system based focus for resident noon conferences each month. My research project with Dr. Sobel examining the role of the community health team in the residency clinic was chosen as the VT American college of Physicians Abstract Research winner. I hope to use this as a foundation along with the skills attained from the Teaching Academy to develop a focused outpatient curriculum regarding community resources available and common co-morbidities</p>	<p>- <i>What is the Impact of a Community Health Team on Diabetes Management in a Resident Clinic?</i> → Research Abstract Winner at 2015 VT American College of Physicians Annual Meeting; accepted for oral presentation at Society of General Internal Medicine New England Annual meeting at Yale March 2016 and poster presentation for ACP National Meeting May 2016</p> <p>-ACP Young Achievers Scholar 2015</p>

Mentoring & Academic Advising

Include on this page any other narrative or evidence of quality and impact that is not included in the Mentoring & Academic Advising Record.

	<p style="text-align: center;">Narrative/Description</p> <p>In this column, write a narrative to describe your teaching according to the category to the left.</p> <ul style="list-style-type: none"> • Pick your most effective examples (this is a portfolio NOT a dossier) • For guidance regarding the definition and examples of Quantity, Quality, Engagement, see: <i>Table 1; Simpson et al "Advancing Educators" Med Ed 2007: 41, p. 1006.</i> 	<p style="text-align: center;">Evidence</p> <p>Bullet items in this column are suggestions, not an exclusive list. <i>Italicized text</i> should be replaced with your information (using a regular font, not italics); Bullet format can remain.</p> <ul style="list-style-type: none"> • Reference relevant evidence in your CV; do not duplicate entries here. • Put larger items in appendix and reference them in this column. • Please delete all provided italicized text.
<p style="text-align: center;">Quantity (Roles and Activities)</p>		<ul style="list-style-type: none"> • <i>Complete the Advising and Mentoring Record (required if you are submitting this category for your portfolio evaluation)</i>
<p style="text-align: center;">Quality (Effectiveness and Excellence)</p>		<ul style="list-style-type: none"> • <i>Reference significant evidence of quality that may be presented in the Record (e.g., achievements and/or outcomes across advisees/mentees)</i> • <i>Other documentation (frequency of peer referrals to you, awards for excellence in mentoring, letters of appreciation, quote from a thank you card, email message, or letter from the protégé etc.)</i> • <i>Evidence of quality can also be provided through a letter of support that you solicit for inclusion in your Teaching Portfolio</i>
<p style="text-align: center;">Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)</p>		<p>List and describe activities in which you have contributed to mentoring/advising practices on local, regional, national and/or international levels (such as leading workshops, presentations at professional meetings, involvement/contributions on teaching, education and curriculum committees and work groups). Specify activities that have:</p> <ul style="list-style-type: none"> • <i>helped others in their mentoring/advising roles;</i> • <i>led to specific outcomes, such as adoption of best mentoring practices by others;</i> • <i>resulted in presentations and/or publications regarding best or innovative practices.</i>

For Review Only

Mentoring & Academic Advising Record

Advisee/Mentee ⁶	Level ⁷					Purpose/Goals ⁸	Frequency & Duration ⁹	Process/Activities ¹⁰	Advisee or Mentee Outcomes ¹¹
	1	2	3	4	5				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

*Add rows as needed

⁶In some situations, it may not be appropriate or in the best interest of the advisee/mentee to insert his/her name. In such cases, provide a brief description (e.g., 1st year medical student, PGY-2, Year 2 nurse anesthesia student, junior faculty)

⁷ Double-click the box to check the appropriate response using the following: 1= Undergraduate student (e.g., MD, Baccalaureate Nursing, Allied Health); 2=Graduate (e.g., Masters, Medical Resident); 3=Doctoral (e.g., PhD, D.Ph.); 4=Fellow or Post-Doc; 5=Faculty/Professional Colleague

⁸ List the primary purpose(s) or goals of the relationship (e.g. doctoral dissertation advisor, professional development mentor, resident or fellow advisor, student advisor)

⁹ Duration: Enter start and end dates (e.g., 2007-2009 or 2008-present; Frequency: Describe typical frequency of contact (e.g., monthly face-to-face meetings, 1-2 hours each; periodic telephone and email communication)

¹⁰ **Process/Activities**: Describe activities used in the relationship and provide details, specific examples (e.g., introduced protégé to role models, provided advice and critique for project development and materials, edited paper)

¹¹ List the results/impact of the relationship (e.g., goal attainment, problem resolved, award, presentation/paper acceptance, publication), mentee's scholarly accomplishments.

Curriculum/Course Development

- This page is required for the Curriculum/Course Development Education Domain
- Use the optional template (next page) for this domain if you would like to present/highlight one or two of your best/most significant examples

	<p align="center">Narrative/Description</p> <p>In this column, write a narrative to describe your teaching according to the category to the left.</p> <ul style="list-style-type: none"> • Pick your most effective examples (this is a portfolio NOT a dossier) • For guidance regarding the definition and examples of Quantity, Quality, Engagement, see: <i>Table 1; Simpson et al "Advancing Educators" Med Ed 2007: 41, p1006.</i> 	<p align="center">Evidence</p> <p>Bullet items in this column are suggestions, not an exclusive list. <i>Italicized text</i> should be replaced with your information (using a regular font, not italics); Bullet format can remain.</p> <ul style="list-style-type: none"> • Reference relevant evidence in your CV; do not duplicate entries here. • Put larger items in appendix and reference them in this column. • Please delete all provided italicized text.
<p>Quantity (Roles and Activities)</p>		<ul style="list-style-type: none"> • <i>List or reference activities, contributions, products, outcomes here; if they are already included in your CV, then reference specific page</i> • <i>Complete the table shown on the next page to provide a more detailed description of <u>1 or 2 of your best examples</u> (one per template) and reference them here. Provide an introductory description to aid the reviewer's interpretation of the significance of your work.</i>
<p>Quality (Effectiveness and Excellence)</p>		<ul style="list-style-type: none"> • <i>Now choose your best example(s) and complete the template that follows to demonstrate both Quality and Engagement</i>
<p>Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)</p>		<p><i>List and describe activities in which you have contributed to curriculum/course development on local, regional, national and/or international levels (such as leading workshops, presentations at professional meetings, involvement/contributions on teaching, education and curriculum committees and work groups). Specify activities that have:</i></p> <ul style="list-style-type: none"> • <i>been peer-reviewed by experts;</i> • <i>been funded internally or through grants;</i> • <i>led to specific outcomes, such as adoption or adaptation by other institutions or groups;</i>

		<ul style="list-style-type: none"> resulted in presentations and/or publications regarding best or innovative curriculum/course designs.
--	--	---

Year Developed	Types of Learners ¹²					Name of Curriculum/Course/ Program ¹³	Hours/ Length of course	Type and setting of Teaching ¹⁴	Outcomes ¹⁵
	1	2	3	4	5				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Please choose one (or two at most) of these to describe more fully your best work in Curriculum / Course Development

¹² Double-click the box to check the appropriate response using the following: 1= Undergraduate student (e.g., MD, Baccalaureate Nursing, Allied Health); 2=Graduate (e.g., Masters, Medical Resident); 3=Doctoral (e.g., PhD, D.Ph.); 4=Fellow or Post-Doc; 5=Faculty/Professional Colleague

¹⁴ Choose all applicable: 1= Case-Based Instruction/Learning; 2 = Clinical Experience-Ambulatory or Inpatient; 3 = Concept Mapping; 4= Discussion, small group; 5= Independent Learning; 6 = Laboratory; 7 = Lecture; 8 = Preceptorship; 9 = Problem-Based Learning; 10 = Simulation; 11 = Team-Based Learning; 12 = Workshop

¹⁵ e.g. Course delivered once; course delivered more than once by myself; course delivered by others; course disseminated outside this institution

Complete this template for each selected activity in this domain that you wish to include in your portfolio. **Limit to only one or two of your best examples.**

Title or description of activity:		
Category(ies):	____ Curriculum Development	____ Instructional Design
Primary focus (check one):	____ Original/New	____ Major Revision
Your role and contribution(s):		
Collaborators and consultants:		
Describe the context in which this work occurred (e.g., specific need, problem, opportunity, or target of change or innovation)		
Demonstrate how you met scholarship attributes and provided value to the institution using the six Glassick, et al.* attributes listed below:		
1. Clear goals		
2. Adequate preparation		
3. Appropriate methods		
4. Significant results (outcomes)		
5. Effective presentation (dissemination)		
6. Reflective critique (next steps for continued improvement)		
Dissemination	<i>Highlight the text in this cell and replace with your own information. List or reference entries in your curriculum vita (e.g., page 4, #3). List or describe evidence (documentation) and include relevant entries in the Appendix as necessary. Dissemination includes peer-reviewed and invited presentations and publications, evidence of adoption or adaptation of your products by individuals at other institutions, and other activities that made your public and available for review.</i>	
Revenue (including grants)		

For Review Only

Learner Assessment

For Review Only

- This page is required for the Learner Assessment Education Domain
- Use the optional template (next page) for this domain if you would like to present/highlight one or two of your best/most significant examples

	<p align="center">Narrative/Description</p> <p>In this column, write a narrative to describe your teaching according to the category to the left.</p> <ul style="list-style-type: none"> • Pick your most effective examples (this is a portfolio NOT a dossier) • For guidance regarding the definition and examples of Quantity, Quality, Engagement, see: <i>Table 1; Simpson et al "Advancing Educators" Med Ed 2007: 41, p1006.</i> 	<p align="center">Evidence</p> <p>Bullet items in this column are suggestions, not an exclusive list. <i>Italicized text</i> should be replaced with your information (using a regular font, not italics); Bullet format can remain.</p> <ul style="list-style-type: none"> • Reference relevant evidence in your CV; do not duplicate entries here. • Put larger items in appendix and reference them in this column. • Please delete all provided italicized text.
<p align="center">Quantity (Roles and Activities)</p>		<ul style="list-style-type: none"> • <i>List or reference activities, contributions, products, outcomes here; if they are already included in your CV, then reference specific page</i> • <i>Complete the template shown on the next page to provide a more detailed description of <u>1 or 2 of your best examples</u> (one per template) and reference them here. Provide an introductory description to aid the reviewer's interpretation of the significance of your work.</i>
<p align="center">Quality (Effectiveness and Excellence)</p>		<ul style="list-style-type: none"> • <i>Now choose your best example(s) and complete the template that follows to demonstrate both Quality and Engagement</i>
<p align="center">Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)</p>		<p><i>List and describe activities in which you have contributed to the field of learner assessment on local, regional, national and/or international levels (such as leading workshops, presentations at professional meetings, involvement/contributions on teaching, education and curriculum committees and work groups). Specify activities that have:</i></p> <ul style="list-style-type: none"> • <i>been peer-reviewed by experts;</i> • <i>been funded internally or through grants;</i> • <i>led to specific outcomes, such as adoption or adaptation by other institutions or groups;</i> • <i>resulted in presentations and/or publications regarding best or</i>

		<i>innovative learner assessment practices</i>
--	--	--

Complete this template for each selected activity in this domain that you wish to include in your portfolio. **Limit to only one or two of your best examples.**

Title or description of activity:			
Primary focus (check one):	<input type="checkbox"/> Original/New	<input type="checkbox"/> Major Revision	
Your role and contribution(s):			
Collaborators and consultants:			
Describe the context in which this work occurred (e.g., specific need, problem, opportunity, or target of change or innovation)			
Demonstrate how you met scholarship attributes and provided value to the institution using the six Glassick, et al.* attributes listed below:			
1. Clear goals			
2. Adequate preparation			
3. Appropriate methods			
4. Significant results (outcomes)			
5. Effective presentation (dissemination)			
6. Reflective critique (next steps for continued improvement)			
Dissemination	<i>Highlight the text in this cell and replace with your own information. List or reference entries in your curriculum vita (e.g., page 4, #3). List or describe evidence (documentation) and include relevant entries in the Appendix as necessary. Dissemination includes peer-reviewed and invited presentations and publications, evidence of adoption or adaptation of your products by individuals at other institutions, and other activities that made your public and available for review.</i>		
Revenue (including grants)			

For Review Only

Educational Leadership and Service/Administration

- This domain may include formal/titled educational administration and leadership positions (e.g. course/clerkship directors, residency program director, department chairs, curriculum coordinators, etc.) as well as volunteer, elected or appointed positions that reflect educational planning, governance, monitoring or evaluation responsibilities.

	<p align="center">Narrative/Description</p> <p>In this column, write a narrative to describe your teaching according to the category to the left.</p> <ul style="list-style-type: none"> Pick your most effective examples (this is a portfolio NOT a dossier) For guidance regarding the definition and examples of Quantity, Quality, Engagement, see: <i>Table 1; Simpson et al "Advancing Educators" Med Ed 2007: 41, p. 1006.</i> 	<p align="center">Evidence</p> <p>Bullet items in this column are suggestions, not an exclusive list. <i>Italicized text</i> should be replaced with your information (using a regular font, not italics); Bullet format can remain.</p> <ul style="list-style-type: none"> Reference relevant evidence in your CV; do not duplicate entries here. Put larger items in appendix and reference them in this column. Please delete all provided italicized text.
<p align="center">Quantity (Roles and Activities)</p>		<ul style="list-style-type: none"> <i>Complete the Educational Administration and Service Record and reference it here.</i> <i>Highlight specific entries in the Educational Administration and Service Record that you want to emphasize.</i>
<p align="center">Quality (Effectiveness and Excellence)</p>		<ul style="list-style-type: none"> <i>Reference <u>one or two of your best examples</u> (e.g., illustrative or significant leadership achievement); Provide an introductory description to aid the reviewer's interpretation of the significance of your work in the Narrative column; Large documents can be put in the appendix and referenced here</i> <i>Other documentation (frequency of appointments to leadership roles, elected positions, awards, and specific outcomes or achievements that resulted directly from your leadership activities and initiatives, as well as Letters and other forms of communication that recognize excellence</i>
<p align="center">Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)</p>		<p><i>List and describe activities in which you have contributed to Educational Leadership & Service Administration at local, regional, national and/or international levels (such as chairing a department, directing a program, taking a leading role in an educational organization, leading workshops, presentations at professional meetings, involvement/contributions on teaching, education and curriculum committees and work groups).</i></p> <p><i>Specify those that have:</i></p> <ul style="list-style-type: none"> <i>been reviewed by a panel of experts and/or professional</i>

		<p><i>agencies such as LCME, ACGME, specialty societies;</i></p> <ul style="list-style-type: none">• <i>led to recognition for best practices;</i>• <i>led to specific outcomes, such as adoption or adaptation by other institutions or groups or have led to organizational change as a result of your leadership;</i>• <i>resulted in presentations and/or publications regarding best or innovative practices in educational leadership and administration.</i>
--	--	---

For Review

Educational Leadership and Administration Service Record

Activity	Scope					Role					Purpose/Goals	Frequency & Duration	Leadership Contribution(s)	Impact/Outcome
	1	2	3	4	5	1	2	3	4	5				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Activity: Insert specific educational leadership or service activity (e.g., Course Director, Residency Program Director, Department Educational Evaluation Committee, Curriculum Committee, Faculty Development Committee, Service Learning Work Group, Tenure and Promotion Committee)

Scope: 1=Within a department/program; 2=Department/Program; 3=School-wide; 4=Health Sciences Center; 5=Beyond HSC (e.g., professional organization, state or regional committee)

Role: 1=Informal, volunteer activity, 2=Leader, informal or volunteer activity, 3=Formal, appointed member, 4=Formal, elected member, 5=Formal, responsible leader (e.g., Chair, Director)

Purpose/Goal(s): List or describe specific purpose or goals of the activity

Duration and Frequency: Duration: Enter start and end dates, term of position/membership (e.g., 2007-2009 or 2008-present); Frequency: Describe typical frequency of contact (e.g., monthly face-to-face meetings, 1-2 hours each; periodic telephone and email communication)

Process/Activities: Describe your specific activities and contributions (e.g., attend meetings, review curriculum results, plan annual program)

Outcome(s): Describe the specific outcomes/impact to which you have directly contributed

Educational Research

For Review Only

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

Disseminated educational research:	<ul style="list-style-type: none"> • <i>Replace this text with a brief overview of the focus and scope of achievements in educational research that has been disseminated (e.g., peer-reviewed presentations and publications) and include specific references to relevant CV pages and entries.</i>
Educational research and evaluation completed for internal and/or quality assurance:	<ul style="list-style-type: none"> • <i>Replace this text with an overview narrative/description of your engagement in educational research and evaluation activities.</i> • <i>List research and evaluation studies here that are not included in your CV and include specific references to relevant page(s) and citations that are in CV</i>

Use the **optional** template below for each study/project that you wish to include in detail in your portfolio (e.g., internal/not published or in progress). Limit to only one or two best/significant examples, as needed, to provide a complete presentation of the scope of your achievement in this domain.

Title or description of study or research project:	
Purpose (clear goals):	
Adequate preparation:	
Context (problem, issue, opportunity):	
Audience:	
Your role:	
Collaborators:	
Research design (appropriate methods):	
Significant results:	
Effective presentation (internal dissemination):	
Related inquiry or follow-up activity (reflective critique):	
Impact or Value added to the institution:	

For Protégé category – Please complete the following table

Title of Project	Team Based Care Model in IM Resident Continuity Clinic
Mentor	Halle Sobel MD
Project Description	<p>Utilizing motivational interviewing techniques and local community resources such as community health team, physicians can individualize the approach to common co-morbidities such as Diabetes or Hypertension. The ability to refer to CHTs allows residents to learn how to work in a team-based care model and may lead to increased satisfaction managing patients diabetes or other chronic diseases in their continuity clinic. As resident physicians are not as available to their patients compared to most practicing primary care physicians, the CHTs may promote continuity in care for patients in between their office visits with their resident physician. A quick survey showed that only 69% of residents are aware of this resource and many do not know the role and assistance CHTs can provide to physicians in assisting with patient's management. Although the optimal use of CHTs in a resident clinic is unknown, further studies looking at the involvement of CHTs in resident clinics may be worth exploring given the limitation of healthcare resources.</p>
Objectives	<p>Integrate sessions into the outpatient curriculum focusing on community resources such as CHT or SASH (Geriatric focused support group) to assist physicians with patient care and create a more individualized approach, focusing on the concept of "medical home". Additionally, have patients fill out surveys to gage their satisfaction with this team based approach</p>
Timeline	August 2016-June 2017