

# Clinician Educator Career Development Workshop

## Documentation: CV's and Portfolio's

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# Disclosure

- I have no relevant financial interests or conflicts of interest to report.

# Objectives for this session

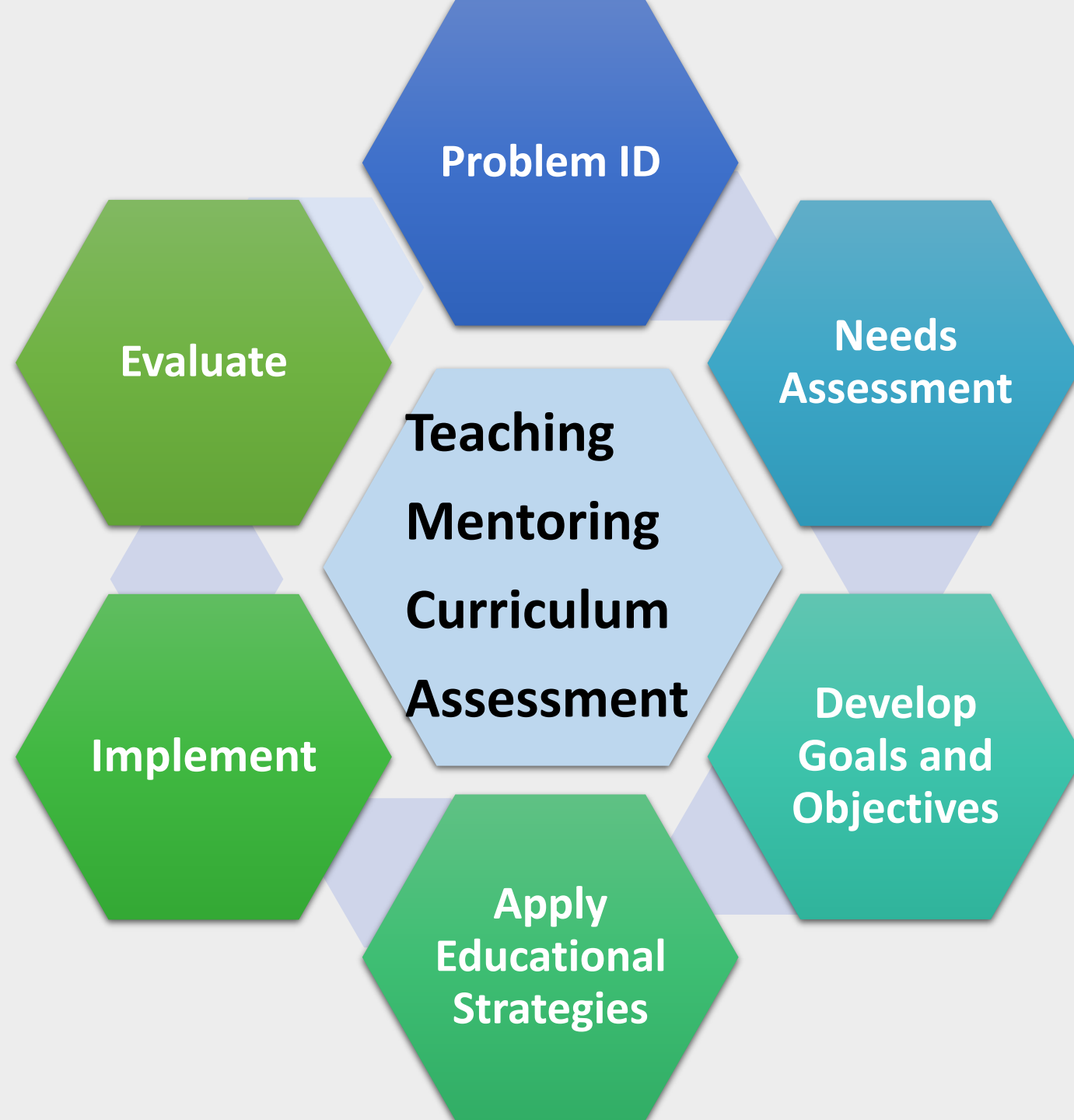
**At the end of this session you will be able to:**

- Document, quality and quantity, of educational activities.
- Apply scholarship criteria to educational activities.
- Describe and use tools to aid in organizing and evaluating an educational dossier.

# What is an Educator Portfolio (EP)?

- From artists' and architects' who carried a portfolio of their "best works" to enable others to judge their quality
  - Educators → "best works"
- A systematic collection of materials documenting excellence as an educator

# Systematic Approach to Education – teaching, mentoring, curriculum, assessment





**CV**

- What you DO and have DONE

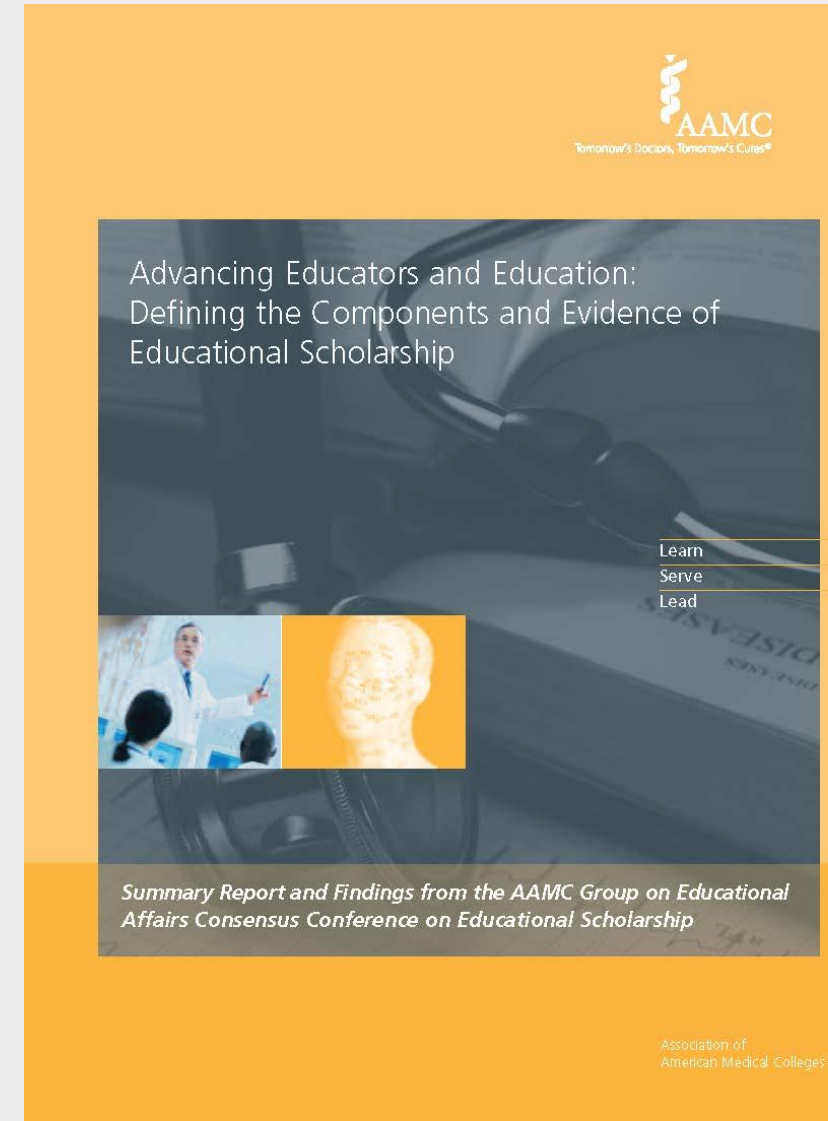


**Educator  
Portfolio**

- Provides evidence of excellence

# What earns promotion credits for medical educators?

- Teaching excellence
  - Outcomes
- Scholarly approach to education
- Scholarship of teaching and learning



# Educational Portfolio

## Scholarly Approach & Products of Scholarship

Teaching

Learner  
Assessment

Curriculum  
Development

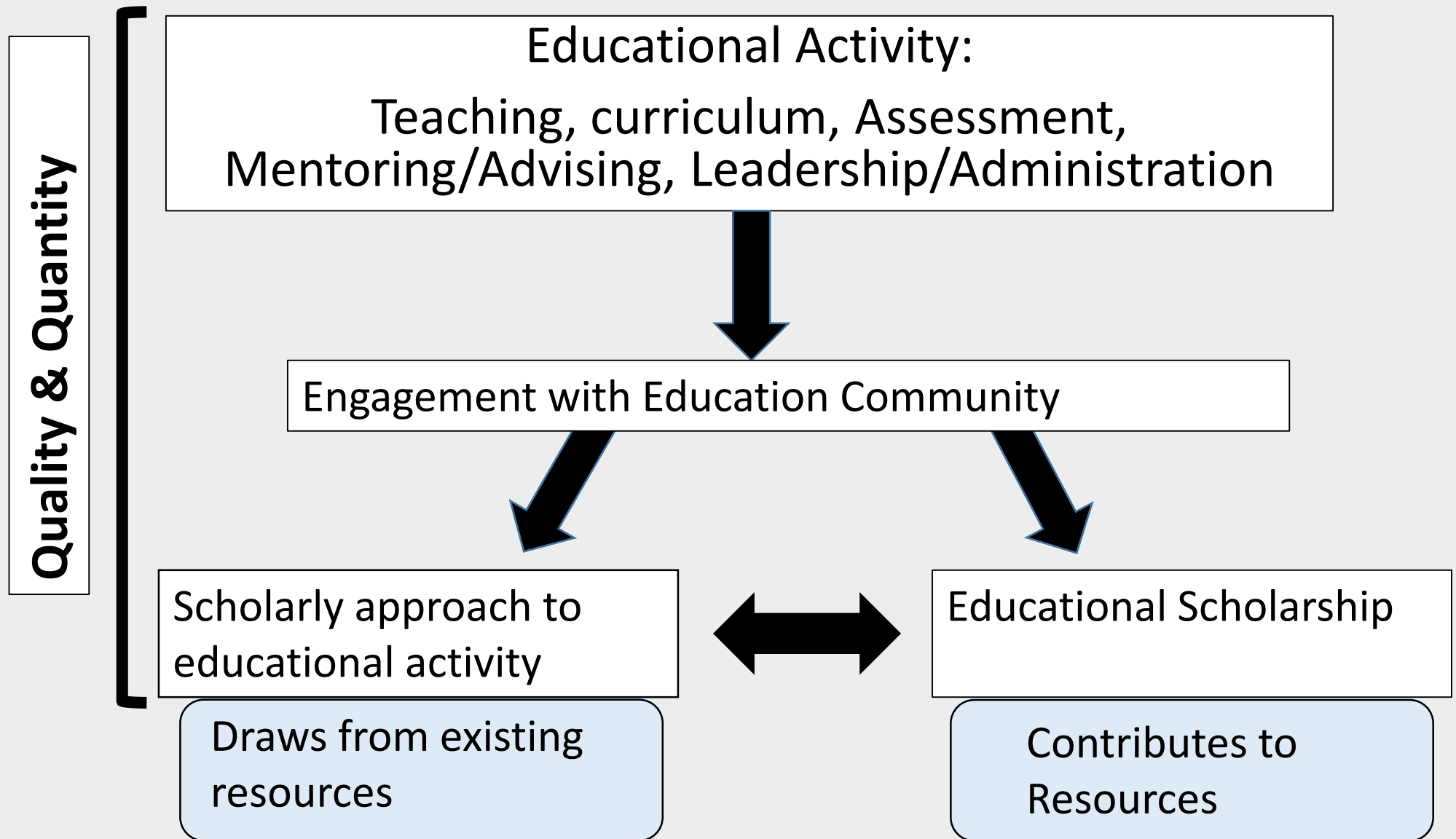
Advising/  
Mentoring

Educational  
Leadership/  
Administration



# Assessment of Educational Activities

## Q<sup>2</sup> + Engagement Model



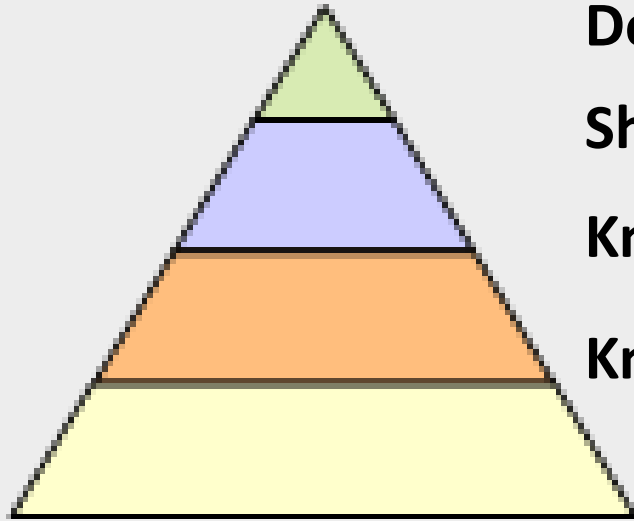
# Think – Pair – Share

## Teaching Quantity

- Think about the teaching and mentoring/advising activities that you currently or have participated in the past
- Write down all of the activities, include everything that you can think about
- Share with your neighbor

# Assessment of Learner Outcomes

## Millers Triangle



**Does:** Chart audit, portfolio, direct observation, patient outcomes

**Shows how:** High fidelity simulation, OSCE

**Knows how:** Case presentations, low fidelity simulations

**Knows:** Multiple choice question exam

# Think – Pair – Share

## Teaching Quality

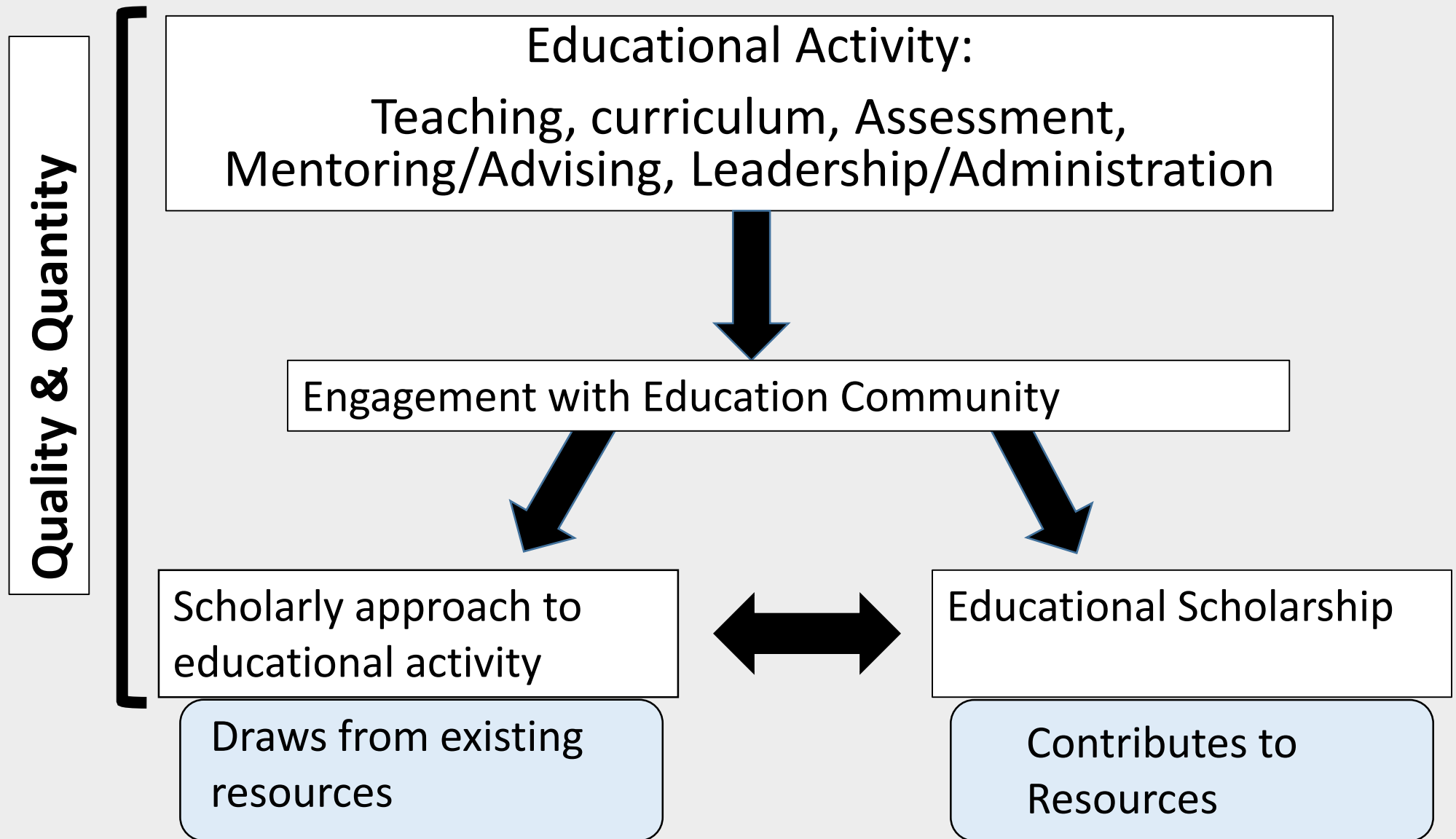
- Take the list that you just created
- Think about all the quality evidence that you can provide for each activity
- Share with your neighbor

As a large group.....

- ...let's collect your ideas

# Assessment of Educational Activities

## Q<sup>2</sup> + Engagement Model



# Teaching

Description	Quantity	Quality	Engagement
<ul style="list-style-type: none"><li>• Any activity that fosters learning</li><li>• Direct teaching<ul style="list-style-type: none"><li>• Lectures, workshops, small group facilitation</li><li>• Role modeling in any setting (ie ward attending)</li><li>• Precepting</li><li>• Online courses</li><li>• Feedback<ul style="list-style-type: none"><li>• Formative</li><li>• Summative feedback such as grades</li></ul></li></ul></li></ul>			

# Teaching

Description	Quantity	Quality	Engagement
	<ul style="list-style-type: none"><li>• Frequency</li><li>• Duration</li><li>• Documentation of one's role</li><li>• List of instructional materials developed with a brief description of purpose, format, length</li><li>• Tables and figures rather than narrative descriptions</li></ul>		

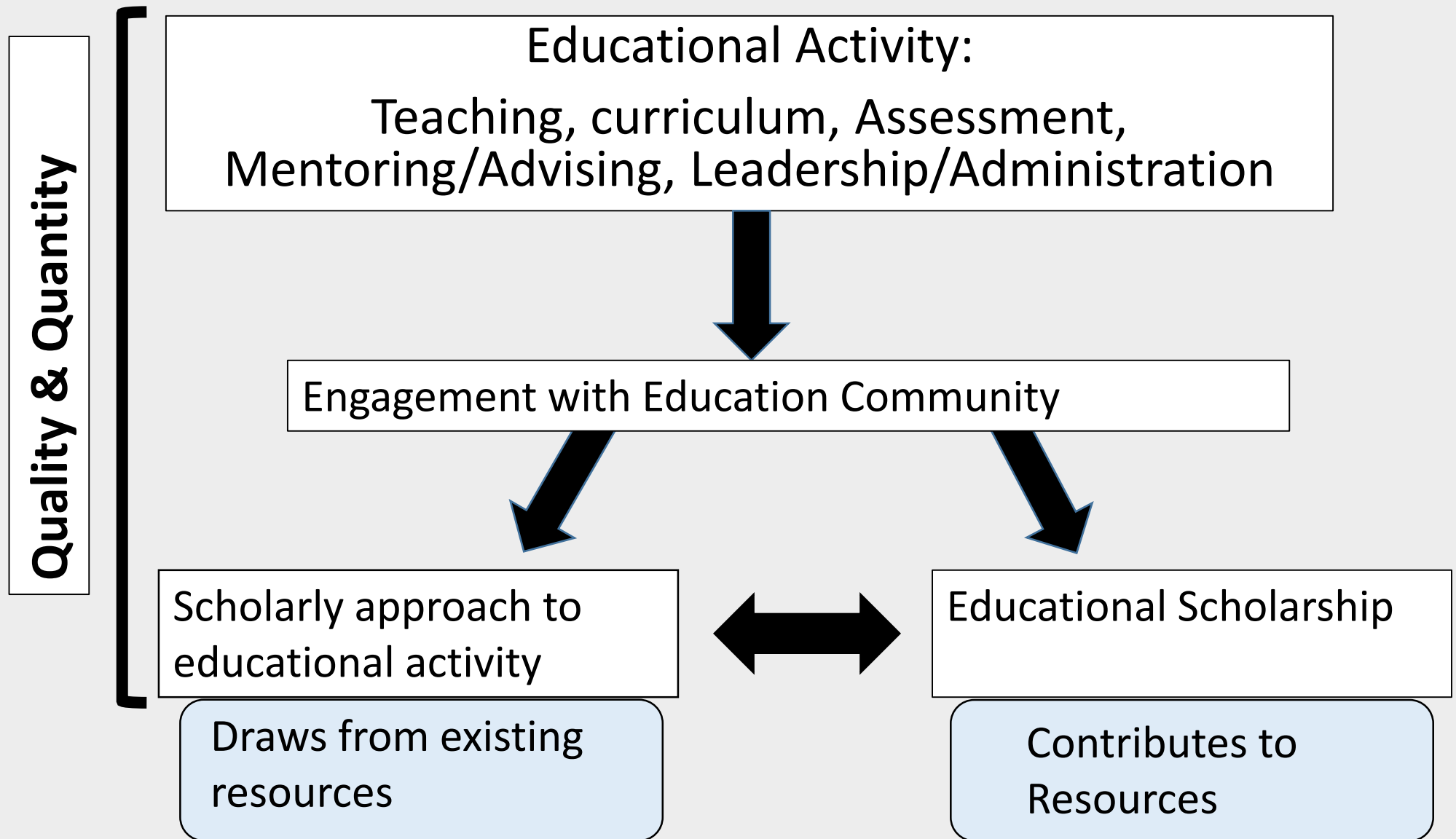


# Teaching Quality: Data Sources

Description	Quantity	Quality	Engagement
		<ul style="list-style-type: none"><li>• Learner evaluations</li><li>• Peer evaluation</li><li>• Teaching awards and honors</li><li>• Evidence of Learning<ul style="list-style-type: none"><li>• Pre/ post assessments</li><li>• Self-reported learning outcomes</li><li>• Analysis of narrative data (eg, learning portfolios)</li></ul></li><li>• Quality of Materials<ul style="list-style-type: none"><li>• Standardized evals comparing to peers</li><li>• Peer review</li></ul></li></ul>	

# Assessment of Educational Activities

## Q<sup>2</sup> + Engagement Model



# Scholarly approach vs. Scholarship

- Scholarly approach
  - “Faculty take a scholarly approach when they systematically design, implement, assess, and redesign an educational activity drawing from the literature and best practices in the field.”
- Scholarship
  - “Faculty engage in educational scholarship by both drawing on resources and best practices in the field and by contributing resources to it.”

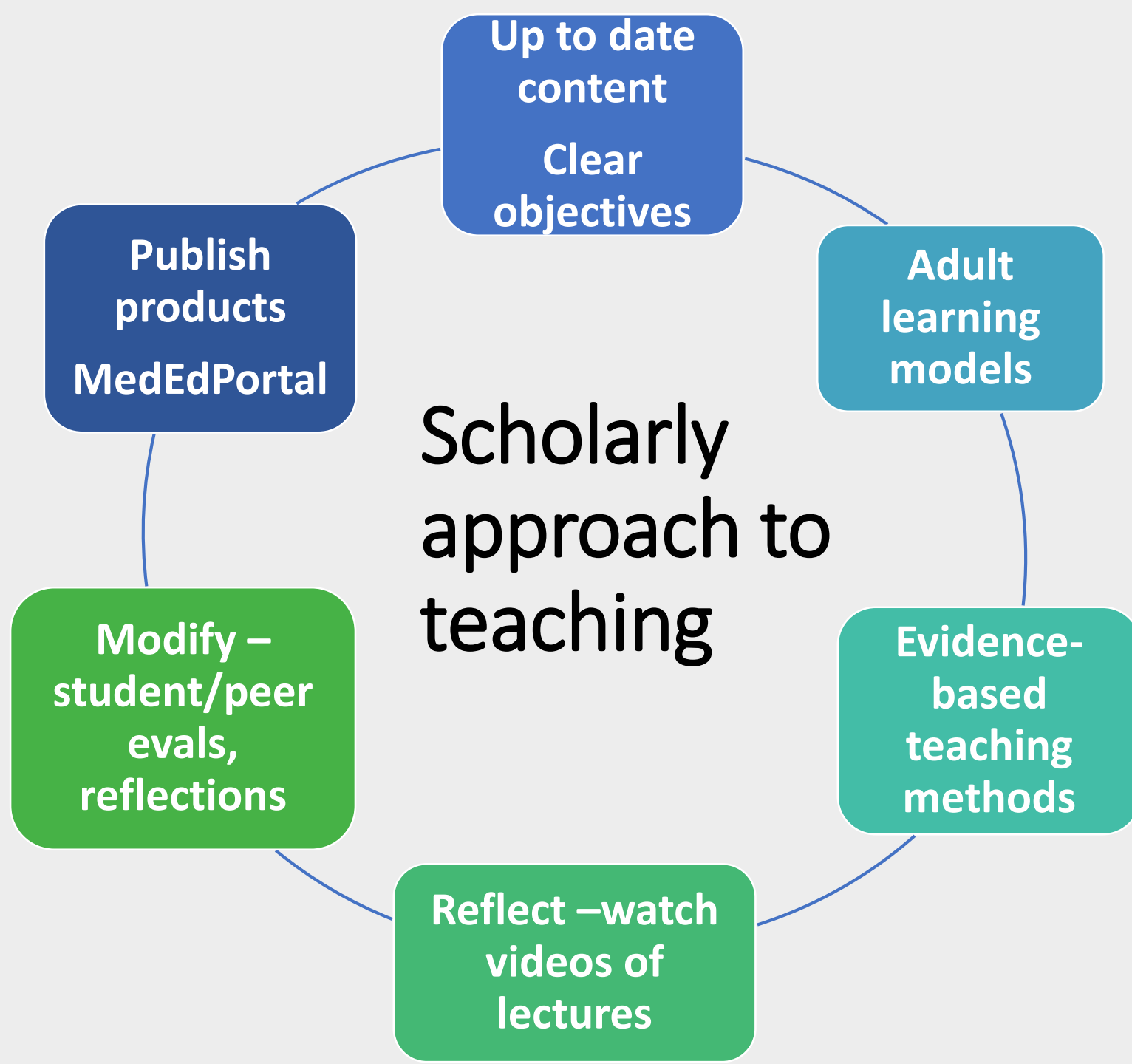
Deborah Simpson, Ruth-Marie E Fincher, Janet P Hafler, David M Irby, Boyd F Richards, Gary C Rosenfeld & Thomas R Viggiano. 2007. Advancing educators and education by defining the components and evidence associated with educational scholarship. *Medical Education* 2007: 41: 1002–1009

# Glassick's Criteria for Scholarship

- **Clear Goals:** Stated purpose, realistic objectives, important questions
- **Adequate preparation:** Understanding of the literature, appropriate skills, needed resources
- **Appropriate methods:** choice of methods that match goals, effective use and flexible application of methods
- **Significant results:** goals are achieved, results are important, field is advanced
- **Effective presentation:** presentation well organized, forums appropriate, message clear and sound
- **Reflective critique:** work critically evaluated, supported with good evidence, evaluation used to improve future studies.

Glassick, C.E., M.T. Huber, and G.I. Maeroff, *Scholarship assessed evaluation of the professoriate*. 1st ed ed. 1997, San Francisco, CA: Jossey-Bass.

Glassick, C.E., *Boyer's expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching*. *Academic Medicine*, 2000. 75(9): p. 877-80.



# Teaching: Scholarly Approach

Description	Quantity	Quality	Engagement
			<ul style="list-style-type: none"><li>• Descriptions of how approaches were <b>informed</b> by the literature or “best practices”</li><li>• Graphs of comparative analysis of <b>YOU vs. best practices</b>, documenting strengths and weaknesses</li><li>• Your <b>reflections</b> on your own teaching or on critiques by others, and the effect of those reflections on subsequent teaching activities</li></ul>

# Scholarship of teaching and learning

- Evidence of Engagement with education community
  - Peer reviewed
    - Accreditation
    - colleagues adopt
    - Local, regional, national meetings
  - Peer reviewed publications – Journals, MedEdPortal

# Teaching – Scholarship = Engagement with the education community

Description	Quantity	Quality	Engagement
			<ul style="list-style-type: none"><li>• Documentation<ul style="list-style-type: none"><li>• Peer reviewed products<ul style="list-style-type: none"><li>• Local, regional, national, international</li><li>• Through forums such as the AAMC MedEdPORTAL</li></ul></li><li>• Evaluations from a conference presentation</li><li>• Teaching awards</li><li>• Data demonstrating adoption by other faculty (eg, email)</li></ul></li></ul>



# Think – Pair – Share

## Teaching Quality

- Take the list that you just created
- Think about one (1) item on your list
  - Describe - scholarly approach or scholarship related to this item
    - Have done
    - Could do
- Share with your neighbor

# After this session.....

- Find an EP you like
- Fill in where you have material.
- Use this EP to help you develop as a medical educator.
- Keep it current!

## References re:documentation:

Baldwin C, Chandran L, Gusic M: **Guidelines for evaluating the educational performance of medical school faculty: priming a national conversation.** *Teaching & Learning in Medicine* 2011, **23**(3):285-297.

Baldwin C, Chandran L, Gusic M. **Educator Evaluation Guidelines.** MedEdPORTAL; 2012. Available from: [www.mededportal.org/publication/9072](http://www.mededportal.org/publication/9072)

# Educator portfolios - MedEdPortal

- **Niebuhr V, Johnson R, Mendias E, Rath L, Sandor K, Szauter K. Educator Portfolios. MedEdPORTAL; 2013. Available from: [www.mededportal.org/publication/9355](http://www.mededportal.org/publication/9355)**
- **Gusic, M., et al., *Educator Portfolio Template of the Academic Pediatric Association's Educational Scholars Program*. 2009 MedEdPORTAL. Available from: [www.mededportal.org/publication/626](http://www.mededportal.org/publication/626)**
- **Chandran L, Gusic M, Baldwin C, Turner T, Zenni E, Lane J, Balmer D, Bar-on M, Rauch D, Indyk D. APA Educator Portfolio Analysis Tool. MedEdPORTAL; 2009. Available from: [www.mededportal.org/publication/1659](http://www.mededportal.org/publication/1659)**
- **Gusic M, Amiel J, Baldwin C, Chandran L, Fincher R, Mavis B, O'Sullivan P, Padmore J, Rose S, Simpson D, Strobel H, Timm C, Viggiano T. Using the AAMC Toolbox for Evaluating Educators: You be the Judge!. MedEdPORTAL; 2013. Available from: [www.mededportal.org/publication/9313](http://www.mededportal.org/publication/9313)**

# Conclusions

- Educational scholarship → recognized and defined for academic advancement
- Traditional CVs don't really allow full range of expression for educators to demonstrate their scholarship
- Educational Portfolio documentation → important for success as an educator
- YOU need to maintain a tracking system from which to pull information when needed

