The 2013 Academy Educational Scholarship Day and Fall Symposium will be October 9. On pages 3-10 you will find the complete program. This year’s Educational Scholarship Day includes 13 peer-reviewed posters and demonstrations. The Educational Scholarship Day concludes with a brief Academy recognition program.

The theme for this year’s Fall Symposium focuses on teaching based on how people learn. John Pelley, PhD will present the plenary session, Teaching to Transform the Brain. Six small group, interactive sessions will be available in the afternoon segment of the Fall Symposium. Please join us for the day or whatever portion fits your schedule — and bring along some colleagues.

Listed on page 2, you will find descriptions of the six Educational Enhancement Grant proposals that were funded for the 2013-14 academic year. Congratulations to all!

I look forward to seeing everyone on October 9 for the Educational Scholarship Day and Fall Symposium. Of course, I always welcome your input and suggestions.

Dr. John Pelley is a professor of Cell Biology & Biochemistry at Texas Tech University Health Sciences Center, School of Medicine. In addition to teaching, he has served as course director for Medical Biochemistry, admissions dean, department chair and Associate Dean for Academic Affairs. Dr. Pelley also served as the inaugural chair of the Texas Tech Health Sciences Center Teaching Academy. He has been recognized with many awards including: the Medical Education Scholarship Award from the Southern Group on Educational Affairs (2006), the Alpha-Omega-Alpha Robert J. Glaser Distinguished Teacher Award (2010) and the TTUHSC Chancellors Council Distinguished Teacher Award (2010).

During his decade-long tenure as Associate Dean, the challenges of helping students with learning issues caused him to acquire a strong interest in the learning process. He has spent the last 25 years working on educational projects instead of bench research. Among Dr. Pelley’s publications is a learning styles book, SuccessTypes in Medical Education, is available as a free download from his website, www.ttuhsc.edu/SOM/success.

Dr. Pelley is invited frequently by medical schools to present topics such as: learning style, the neurobiology of learning, teaching clinical reasoning, and concept mapping. When asked about his plenary presentation, he shared that it will target helping faculty understand both teacher’s role in instruction and the student’s role in transforming themselves into producers of their own understanding. Personal insights and brain research will be related to practice issues of teaching and learning for both small group and lecture settings.
Aryn Karpinski, Ph.D. Joins the OMERAD

Dr. Aryn Karpinski joined the LSU School of Medicine on August 1st as an Assistant Professor – Research and the Measurement and Statistics Specialist in the OMERAD. She devotes 100% of her effort to this role. Dr. Karpinski has a very strong educational research and measurement background and has already demonstrated a productive record of scholarly publications and presentations.

Prior to joining LSU School of Medicine, Dr. Karpinski was a member of the faculty at Kent State University where she was an Assistant Professor of Evaluation and Measurement in the Department of Foundations, Leadership, and Administration, College of Education. In that role since 2010, Dr. Karpinski taught a variety of doctoral courses in educational research, measurement, and statistics and advised doctoral students in their programs and for their dissertation studies.

Dr. Karpinski holds a Bachelor of Arts with Honors in Psychology (2004) from Miami University and a Master of Science (2006) in Life-Span Developmental Psychology from West Virginia University. While at The Ohio State University, Dr. Karpinski obtained a Master of Art (2009) and a Doctor of Philosophy (2010) in Quantitative Research, Evaluation, and Measurement. Dr. Karpinski filled the vacancy left by Dr. Tong Yang’s departure to pursue residency training in pathology. In the OMERAD, she leading and conducting quantitative and statistical analyses for the OMERAD and other collaborative projects. She will provide consultation to faculty members interested in pursuing educational evaluation, research, and scholarship projects, and leading faculty development workshops. One of Dr. Karpinski’s research interests involves social media and she is already collaborating with some faculty members in the School of Medicine who share her interest. Dr. Karpinski and Dr. Chauvin will be facilitating a small group session at the Academy Fall Symposium on Educational Research and Scholarship.

Docere Fellowship in Health Professions Education 2013-2015

This past spring three Academy members were accepted into the new Docere Fellowship in Health Professions Education program. Congratulations to Academy Fellows Joseph LaRochelle, Ph.D. (Medicine), Michael Stumpf, M.D. (Medicine–Baton Rouge campus), and Rachel Trommelen, D.P.T. (Allied Health Professions). They began the Docere Fellowship in July 2013 and will graduate in June 2015.

The Docere Fellowship is a cohort-based faculty development program designed to expand knowledge and skills in four primary education domains: 1) Research and Scholarship, 2) Leadership, 3) Curriculum and Instruction, and 4) Teaching, Learning, Assessment, and Evaluation. In addition, Fellows receive individualized mentoring to develop and complete an educational research/scholarship project. Fellows meet one afternoon per month and complete readings and an individual learning activities on their own to prepare for and expand learning from the face-to-face, interactive sessions. In addition, they participate in one-on-one mentoring and advising to personalize professional development and achieve steady progress with their scholarship project.

Sheila Chauvin, Ph.D., M. Ed., Academy Director, created the program and curriculum and administers the program. New to the OMERAD as an Assistant Professor-Research and its Measurement and Statistics Specialist, Aryn Karpinski, Ph.D., has joined Dr. Chauvin inn leading sessions and providing mentorship to the Fellows. Other faculty and Academy members are invited to present to and work with the Fellows for certain topics and sessions.

Previously, Dr. Bonnie Desselle, Teaching Scholar (SOM, Pediatrics), completed the Docere Fellowship. Her educational scholarship project targeted active learning and critical thinking in residency education. She achieved several peer-reviewed presentations and published her educational applied research study in the December 2012 issue of the Journal of Graduate Medical Education.

For more information about the Docere Fellowship program, please visit the Academy website.
Educational Enhancement Grants Awarded for 2013-2014

With continued funding support from Dr. Larry Hollier, LSUHSC Chancellor, and Dr. Steven Nelson, Dean of the School of Medicine, the Academy continues to offer the Educational Enhancement Grants (EEG) program to support educational enhancements, scholarship, and faculty professional development. Two rounds of proposal solicitation were conducted during the spring and summer of 2013. A total of six projects were awarded funding for the 2013-14 academic year. Project teams will be introduced at the Academy Recognition Ceremony on October 9. These projects will be presented at the 2014 Educational Scholarship Day. Congratulations to all project teams! Many thanks to the EEG review panel members for their very thorough peer review process and helpful feedback to project teams. New awards include the following:

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Team</th>
<th>Funding Award</th>
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<tbody>
<tr>
<td>Academy Travel Supplement</td>
<td>Celestine Carter, PhD (Adult Health, SON)</td>
<td>$1,000</td>
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<tr>
<td></td>
<td>Shannon Mangum, MPS, LOTR (Occupational Therapy, SAHP)</td>
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<tr>
<td></td>
<td>Jo Thompson, MA, CTRS (Occupational Therapy, SAHP)</td>
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</tr>
<tr>
<td>Academy Travel Supplement</td>
<td>Kathryn Kerdolff, MLIS, AHIP (Ische Library, SOM)</td>
<td>$400</td>
</tr>
<tr>
<td>Anatomy and Pathology: Linked Together in Educational Advancement</td>
<td>Bill Swartz, PhD (Anatomy, SOM)</td>
<td>$2,108</td>
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<td></td>
<td>Robin McGoey, MD (Pathology, SOM)</td>
<td></td>
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<td></td>
<td>Guenevere Rae (Anatomy, SOM)</td>
<td></td>
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<tr>
<td>Quality Improvement in Health Literacy for an Interprofessional Team of Leaders</td>
<td>Angela McLean, MD (Internal Medicine, SOM)</td>
<td>$4,575</td>
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<td></td>
<td>Mary Coleman, MD (Family Medicine, SOM)</td>
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<tr>
<td>Educating for Change</td>
<td>Richard DiCarlo, MD (Internal Medicine, SOM)</td>
<td>$7,965</td>
</tr>
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<td></td>
<td>Lesley Saketkoo, MD (Internal Medicine, SOM)</td>
<td></td>
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<tr>
<td>Medical Student Suturing Curriculum</td>
<td>John Paige, MD (Surgery, SOM)</td>
<td>$3,952</td>
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<td>Jennifer Mooney, MD (Surgery, SOM)</td>
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<td></td>
<td>Patrick Greiffenstein, MD (Surgery, SOM)</td>
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<td></td>
<td>Nicole Dominique-Maikell (Surgery, SOM)</td>
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<td></td>
<td>Vladimir Kiselov, MD (Surgery, SOM)</td>
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<tr>
<td></td>
<td>Qingzho Yu, PhD (Biostatistics, SPH)</td>
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**Collaboration Corner**

Do you have an idea for an educational innovation, research or scholarship project? Are you looking for colleagues who may be interested in joining you? Send a brief description in an email message to omerad@lsuhsc.edu or call 504-568-2140 to discuss your idea or project and we will help you find others who share your interest.
LSUHSC-NO Academy for the Advancement of Educational Scholarship
2013 Spring Symposium and Faculty Development Day
Schedule of Events
Wednesday, March 13
In the
Isidore Cohn, Jr. Learning Center, LSU-Lions Building, 6th Floor
2013 Fall Symposium and Educational Scholarship Day  
Wednesday, October 9  
Isidore Cohn, Jr. Learning Center  
6th floor, LSU-Lions Building

<table>
<thead>
<tr>
<th>Time</th>
<th>Program Agenda</th>
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| 7:45 – 8:15 a.m.    | Final Poster and Demonstration Set-Up  
Registration and Continental Breakfast |
| 8:15 - 8:50 a.m.    | Academy Business Meeting – Members only                               |
| 9:00 – 11:00 a.m.   | Educational Scholarship Day  
Oral Abstracts, Posters and Demonstrations                           |
| 11:00-11:30 a.m.    | Annual Academy Recognition Program                                    |
| 11:30 a.m.– Noon    | Lunch Buffet                                                          |
| 12.00 – 1:15 p.m.   | Teaching to Transform the Brain  
(1.25 credits)  
John Pelley, PhD  
Associate Professor  
Department of Cell Biology and Biochemistry  
School of Medicine, Texas Tech University Health Sciences Center |
| Concurrent Sessions | (1.25 credits each) – Attend one from each time period.                |
| 1:30 – 2:45 p.m.    | Doing More with Moodle  
Tom Lallier, PhD                                                        |
|                    | Hands-on with Educator Portfolios  
Sheila Chauvin, PhD, MEd                                                |
| 3:00 – 4:15 p.m.    | Using Voice-Over PowerPoint™  
Mutarza “Zee” Ali, MD                                                  |
|                    | Doing Educational Research and Scholarship  
Sheila Chauvin, PhD, MEd  
Ayni Karpinski, PhD                                                    |
|                    | Teaching that Promotes Thinking  
Guido DeJesus, MD                                                      |

**Activity Credit for Physicians and Nurses:**  
The Louisiana State University School of Medicine, New Orleans is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The Louisiana State University School of Medicine, New Orleans designates this live activity for a maximum of 3.75 AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

LSUHSC School of Nursing is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.

Nursing participants can earn up to 3.75 continuing nursing education contact hours; participants must attend the entire session and must complete the evaluation.

Advanced registration appreciated to plan effectively for materials, lunch and break refreshments.  
To register, please email omerad@lsuhsc.edu by Thursday, October 3, 2013.  
Questions or more information? Please call 504-568-2140 or email omerad@lsuhsc.edu.  
Please share this announcement with your colleagues and invite them to join us on October 9.

Academy website: www.learningcenter.lsuhsc.edu/academy

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Want to receive education updates and announcements of available Academy programs, opportunities, and resources?  
Send an email message to omerad@lsuhsc.edu to be added to the OMERAD distribution list.
Developing a Holistic Prevention and Wellness Resource

Kelly Alix, MA, Tina Gunaldo, PT, PhD, DPT, MHS, Shannon Mangum, MPS, Jo Thompson, MA

This poster presentation will focus on the development of The Lifelong Guide to Wellness and Prevention, a 29-page evidence-based wellness booklet, within Community Based and Specialized Practice and Management courses during the fall semester in the occupational therapy department. Students applied the principles of developing a business plan and program planning in the creation of a health information resource targeting multiple domains: physical, dental, psychosocial, financial, vocational, spiritual and cognitive.

Each group of students researched wellness and prevention tips by decades, teens through the 80s. The students had learning milestones to complete, such as an industry analysis of healthcare, researching the leading causes of death for Louisiana citizens, developing quality assurance indicators, and conducting a SWOT analysis. In addition, they also: a) posted 3 weekly resources that focused on prevention in their decade, b) developed a list of stakeholders to collaborate with, c) created a mission and vision statement for the booklet, d) provided ongoing group feedback, and e) applied concepts of marketing, cultural competence, and health literacy. Time management, consensus building, and communication skills were critical in maintaining the forward motion of the project.

The development of this resource is aligned with Institute of Medicine’s report, an integrated framework for assessing the value of community-based prevention (2012). As defined by the IOM (2012), community-based, non-clinical prevention policy and wellness strategies should be aimed at:

• preventing the onset of disease,
• stopping or slowing the progress of disease,
• reducing or eliminating the negative consequences of disease,
• increasing healthful behaviors that result in improvements in health and well-being, and/or
• decreasing disparities that result in an inequitable distribution of health.

This poster presentation will highlight how this project honors the IOM’s framework. In addition, an overview of each assignment and long-term outcomes resulting from this project will be addressed.


Evidence of other dissemination (e.g., previous presentation(s), publication):
Sample Previous Presentations:
• June 2013 - Mangum, S., Thompson, J., Carter, C. Louisiana State University Health Sciences Center Department of Occupational Therapy and School of Nursing, “Interprofessional Education and Practice: Applying the Evidence to Clinicians’ Role in Health Management of Chronic Conditions,” New Orleans, Louisiana.
• 2012-2013 - Mangum, S., Carter, C., Thompson, J. Educational Enhancement Grant through the Academy for the Advancement of Educational Scholarship titled: Exploring Professional’s Cultural Sensitivity through IPE: Bridging Collaborative Gaps Utilizing a Lymphedema Case.
• August 2012 - Mangum, S., Thompson, J., & Alix, K. Louisiana State University Health Sciences Center’s Department of Occupational Therapy and Delgado Community College’s Department of Occupational Therapy Assistants Program, “Promoting OT/OTA Student Fieldwork Success – A Collaboration Between Academic Programs and Fieldwork Educators,” New Orleans, LA.

The Development and Utilization of an Educational Film Library to Enhance Active Learning and Interprofessional Education at LSUHSC-NO

T. Kirk Nelson, PhD, Maureen Knapp

It has been well documented that the use of educational films in the classroom of the health professions increases active participation in and enhancement of the learning experience. Documentaries and other film utilized for educational purposes have been shown to increase classroom interaction and discussion, critical thinking, and foster professional growth. The authors received funding through an intramural educational enhancement grant from the Academy to develop a collection of educational films to be housed in the LSUHSC-NO Ische Library and made available for educational purposes to all faculty within the health sciences center. In August of last year, seven films were procured and catalogued in the Ische Library. In November, a faculty focus group was conducted to gain insight into the present level of utilization of educational films in the classroom of some faculty and to ascertain the needs for further development of an educational film library. An interprofessional education movie night was hosted in November as well, with the showing of one of the films and a discussion following the film. There were 50 students who attended and 22 students completed evaluation surveys. Overall, the students attending really liked the experience but would have liked it to have been more interprofessional in nature with more students from other disciplines represented. The transcripts from the faculty focus group were coded and gleaned for implications. There were multiple film titles that were suggested for addition to the Educational Film Library and a second order of films was made. A total of 10 additional films were ordered bringing the total number of films in the library to 17. Facilitator guides that were available for each of the movies have been collected and will be made available for use by faculty who check out the films. An informational pamphlet is in the process of being made that will advertise to and educate faculty on the available films and resources for use in the classroom.
At the 2013 Spring Symposium, Kevin Souza, MS, Associate Dean for Medical Education at UCSF, presented the plenary session titled, *Leadership, Strategy, and Scholarship*, and led a symposium workshop on using a Design Thinking approach for facilitating technology innovations in teaching and learning.
Resident Perceptions of Social Media and Professionalism
Rachel Dawkins, MD; Bonnie Desselle, MD

Background: Physicians are utilizing social media sites with increasing frequency - challenging our professional in the form of ethical dilemmas regarding physician-patient relationship, privacy, and the negative portrayal of physicians. The Federation of State Medical Boards, the American Medical Association and others have disseminated guidelines related to the use of social media by physicians. Some experts have reported concerns that the current digital native generation of residents will apply guidelines about online professionalism differently that the older digital immigrant generation.

Our objectives are to understand what residents view as appropriate social media use by physicians and to recognize the degree to which residents are exposed to postings which violate professionalism guidelines for social media use.

Methods: In March 2013, an electronic survey was distributed to pediatric and medicine/pediatric residents across the United States via the American Academy of Pediatrics Section on Residents. The survey distributed consisted of five vignettes representing postings from a "hypothetical" resident on Facebook. The vignettes highlighted common scenarios which may potentially blur the boundaries for social media use suggested by guidelines of the AMA and the FSMB.

Discussion/Results/Next Steps: Despite guidelines that encourage physicians to "think before they post", pediatric residents are seeing posts that potentially violate professionalism standards. In general, residents overwhelmingly recognized inappropriate uses of social media. However, over half of respondents said they see similar posts frequently or sometimes.

Of note, we found that over 50% of residents are using Facebook daily and another 20% at least once a week. The prevalence of use of interactive web technology by learners needs to change the emphasis educators and institutions put on the importance of social media guidelines and teaching professionalism. We plan to use the information gathered to help residency programs/institutions develop social media guidelines and educational materials.

Does interprofessional education make a difference? Exploring the impact of interprofessional education on student perceptions.
Lauren Giovingo, PhD; Robin English, MD; Sandra Andreea, PhD; Tina Guinaldo, PT, PhD, DPT, MHS; Deborah Garbee, PhD; Stephanie Tortu, PhD

Interprofessional Education (IPE) occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO, 2010). The IPE Collaborative (IPEC) and the Institute of Medicine (IOM) have set forth a goal that health professions students will receive IPE focused on team-based patient care and understanding of one another's contribution to patient care. With the growing body of literature supporting IPE and the aforementioned recommendations, the LSUHSC Committee on Interdisciplinary Learning developed a pilot IPE elective to offer LSUHSC Allied Health, Dentistry, Nursing, Public Health, and Medicine students. The curriculum centered on IPEC competencies and included large group lectures on IPE-related issues, small group case based discussions, interviews with healthcare professionals, patients and caregivers, and participation in a local support group. The course was scheduled on Monday afternoons in the fall of 2012 and culminated with student-led grand rounds. Outcomes were evaluated using voluntary pre- and post-efficacy surveys utilizing the Readiness for Interprofessional Learning Survey (RIPLS) that has been validated and widely used in the evaluation of IPE activities. Additionally, faculty members participating in the elective engaged in a post-case debriefing which focused on issues related to feasibility, perceived effectiveness of didactic sessions, and potential generalizability of the elective to other students. In general the responses were overwhelmingly positive regarding student perceived course benefit and the need for further communication and collaboration between various healthcare providers. This pilot study should encourage the faculty from LSUHSC about the benefits of an IPE elective course for all LSUHSC students and motivate them to develop other IPE activities as facets of their students' ongoing curriculum. The poster will include rationale, methodology, results, discussion, and implications for future IPE activities at LSUHSC. This study data has not been presented elsewhere.

Interactive video animations as a study guide for the human skeleton: 1. The scapula
R. John Cork, PhD; Gregory Casey, PhD; Peter Oliver, PhD

We are developing a series of teaching modules on the human skeleton. Each of these modules will have three components, a short instructional video, interactive animations, and a self-testing quiz. The video was shot and edited in the Anatomy Media Studio and the animations and quizzes were produced in the Anatomy Department’s Computer Imaging Lab. The first module in this ‘Interactive Atlas of the Human Skeleton’ is about the Scapula. The narrated video highlights the general orientation of the scapula and introduces the key bony landmarks to the new student. The interactive animations allow the student to rotate the scapula and locate all of the landmarks and the sites of muscle attachment. The animations can be used as a reference resource with the labels turn on, or can be viewed in self-testing mode with labels that pop-up when the mouse is scrolled over a region. The self-testing aspect of the module is further addressed with several quizzes that the students can complete to get feedback on how well they know the material. This first teaching module will be implemented as part of the undergraduate ‘Human Anatomy’ course give to the nursing students at LSUHSC where it will replace Adland’s video atlas and printed ‘bone worksheets’. The student’s performance on scapula related exam questions, with and without these modules will be compared. The poster illustrates each of the components of the scapula module and describes the methods used to produce them. It will be accompanied by an online demonstration. This poster was originally presented at the American Association of Anatomists meeting in Boston, April 2013.
Teaching Quality Improvement: A Needs Assessment for Resident Education

Stacey Holman, MD, Murtuza Ali, MD; Victoria Harkin

**Background:** The ACGME has set forth new regulations regarding resident participation in meaningful quality improvement (QI) and patient safety initiatives. The purpose of this research project was to determine baseline resident knowledge of quality improvement and patient safety.

**Methods:** Quiz questions were developed from existing question banks and teaching modules including, CREOG patient safety modules, LSU Graduate Medical Education core compliance modules, and teaching tools from the EQUIP committee for Interim LSU Hospital. The survey was administered electronically and anonymously to residents across all disciplines at LSUSOM utilizing Survey Monkey™. Residents were given the option to complete the survey when they opened the EQUIP modules.

**Results:** Responses were captured by those who volunteered to take the survey (N = 99). Mean scores were calculated for each domain. There was no statistically significant correlation between house officer level and mean scores or between specialty type and mean scores. A total of 8 domains were tested and mean scores were below the acceptable percentage in 78 domains. 80% was selected a priori as an “acceptable score” as this is the cutoff used by LSU for its compliance modules. Residents scored a low percentage, particularly in the impaired physician (15%) and surgery procedure safety (53%) domains. A relatively higher proportion of questions were answered correctly regarding communication (79%), tracking and reminders (76%) and disclosure of adverse events (96%).

**Discussion:** The results of this pilot knowledge test indicate that resident education is needed at all training levels and across specialty types. The domains of impaired physician and surgery procedure safety should be prioritized for curricular development. Even modest efforts with regard to quality improvement within training programs in Louisiana are likely to increase knowledge about QI, thus indicating the importance of incorporating these topics into the resident curriculum.

In addition, we hope that this becomes a mandatory part of physician learning and that we are able to show improvement of scores with educational interventions.

**Evidence of other dissemination:** Original pilot study done with the LA OB/GYN programs was presented at the APGO/CREOG National Meeting, March 2013; CREOG (Council on Resident Education in OB/GYN), EQUIP (Enhancing Quality Improvement for Patients)

Volunteer Service-Learning to Promote Self-Directed Learning in Early Experiential Pharmacy Students

Jessica Johnson, PharmD; Joseph LaRochelle, PharmD; Lori Crawford, PharmD

**Objective:** To determine whether a week-long volunteer self-directed service-learning experience at a pediatric diabetes summer camp improves early experiential pharmacy students’ self-reported diabetes knowledge, confidence in patient counseling, and comfort with interdisciplinary teamwork; to evaluate the impact of self-directed service-learning activities on students’ Self-Directed Learning Readiness Score (SDLRS).

**Methods:** We assessed the impact of service-learning activities on students’ perceptions of their diabetes knowledge, confidence in patient counseling, and comfort with interdisciplinary teamwork through the use of pre- and post-camp surveys and content analysis of students’ reflection journals. We assessed the effect of self-directed service-learning activities on participants’ SDLRS scores by administering Fisher’s SDLRS before and after the camp experience.

**Assessment:** Eight students participated in camp and completed the pre- and post-camp surveys. Students’ pre-camp survey scores and investigator analysis of students’ reflection journals demonstrated that most students met the majority of learning objectives. Students’ participation in camp did not significantly increase mean SDLRS (175.5 ± 15.9 vs. 182.9 ± 19.4; p > .05).

**Conclusions:** Pre- and post-camp survey data and reflective journal content analysis provide subjective and objective data that support students met investigators’ learning objectives through participation in self-directed service learning. The experience did not significantly improve students’ mean SDLRS, though all students scored greater than 150 on the assessment prior to attending camp, indicating a high readiness for SDLR at baseline. Early experiential students demonstrate Self-Directed Learning Readiness by engaging in self-directed service learning to improve their diabetes knowledge, confidence in patient counseling, and comfort with interdisciplinary teamwork.

- The poster/presentation will include a description of the background and methods, as well as full results and discussion of results.
- The manuscript is under peer review for publication.

2013 Spring Symposium

Leadership, Innovation, and Design Thinking
New Academy Members Recognized at 2012 Annual Ceremony

(Left to right)

Stacey Holman MD (Ob/Gyn), Bradley Spieler, MD (Radiology), Rachel Trommelen, DPT (Physical Therapy), Mary Coleman, MD (Family Medicine, Dean’s Office), Rachel Dawkins, MD, Amy Creel, MD, and Joseph LaRochelle (Pediatrics), and Murtuza“Zee” Ali, MD (Medicine)
### Pilot of Proficiency-based Suturing Curriculum for Surgical Clerkship Students

**James Thompson, PhD**

**Background:** Educational assessment in the medical professions is in the midst of significant structural change. Increasingly, students will be assessed by outcomes-based evaluation systems that will measure competency in performing essential tasks. I take competency determination (competent/not competent) to reflect binary cut-offs on underlying expertise factor dimensions. Research into the nature and acquisition of expertise in many different domains suggests the presence of at least two such factors, viz., “quality” of work product (accuracy) and speed.

**Description of project:** This project describes a moderated mediation structural equation model (SEM) for the joint measurement of speed (answer response time) and ability (answer accuracy).

**Methods:** A panel of 183 students was followed over two academic years and both person question answer accuracy and person answer pace for individual multiple choice questions were assessed. Because a binary mediator occurs in the model, polyserial covariance matrices were employed for the SEM analyses in both Lavaan (R) and SPSS AMOS.

**Results:** At the population level, model fit is excellent (RMSEA=.000). At the level of persons, the model is less robust, but all fit statistics exceed .95. Thus, the model can be considered as provisional but “reasonable.” The SEM-derived person-specific baseline coefficients and calculated mediation coefficients uniquely described the performance of that person. Thus, these values may be considered as an individualized chronometric profile and related directly to summative criterion variables, e.g., average ability and average pace.

**Discussion:** The chronometric profiles developed here are suitable for evaluations at the individual, group, and population levels. Consequently, they may be useful in competence assessment. Whether the results will extrapolate to other populations or non-didactic tasks remains to be determined.

**Format:** The poster would recapitulate Background, Description, Methods, and Discussion as outlined above.

### Science Youth Initiative (SYI)

**Fern Tsien, PhD; Ayeshia Urmigar; Michael Hall, MD; Daryl Lofaso, MEd, RRT; Martha Cuccia; Mona Bakeer, PhD**

The Science Youth Initiative (SYI) is a K-12 science education partnership between LSUHSC and New Orleans K-12 schools with the goals to make science easy to understand, improve science academic achievements, introduce students to diverse role models in the sciences (female and underrepresented minorities, URM), increase awareness of science as a career, and train future health care professionals to teach science to the community. Trainees from the LSUHSC Schools of Medicine, Graduate Studies, Public Health, Allied Health Professions, Nursing, and Dentistry educate the K-12 students.

**The LSUHSC/New Orleans Schools Science Partnership Program.** Since 2006, 4th graders performed hands-on experiments bi-monthly following the current science curriculum. We serve three schools and more than 100 students per year. Pre- and post-program student/teacher surveys revealed improved test scores and material retention. End-of-the-semester oral examinations were in the form of Science Jeopardy. More than 95% of participants were URM.

**The LSUHSC/Taylor Hands-on Workshops.** More than 220 middle and 1055 high school students came to LSUHSC since 2009 to conduct experiments on popular science concepts such as forensics and cancer. Students toured facilities, including the Human Simulation Laboratory and were introduced to careers including medicine, research, medical technology, and audiology. About 62% were URM. Pre- and post-workshop student/teacher surveys revealed that 96% learned the material and 65% increased their interest in science. Participants have subsequently applied to internship programs.

**Instruction in K-12 Science Teaching.** Training is offered to LSUHSC students, post-doctoral fellows, and residents on designing experiments and instructing science to K-12 students. Through the Graduate School, INTER 180 (Science teaching) is offered to trainees. Medical students receive 5LE hours. Teaching to the lay public is a skill necessary to their health care professional careers. Following the program, participants demonstrated increased confidence and felt they had become better instructors.

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**Networking and Catching Up**

**Collegiality and Collaboration**
Academy members have been busy with their teaching, educator activities, and scholarship in teaching and education. While this list of Academy member teaching and educator accomplishments is not complete, the variety of accomplishments, and engagement in the community of educators is impressive. The updates here demonstrate how Academy members are contributing at local, regional, national, and international levels.

Congratulations to all!

Fellow, Joseph LaRochelle, PharmD, Pediatrics - School of Medicine

Associate, Mary Coleman, MD
Family Medicine & Dean's Office - School of Medicine
- Coleman developed an AMSA Public Health Scholars Program webinar and presented it on January 21, 2013. Patient Centered Medical Home. It may be available on their website. http://www.amsa.org/AMSA/Homepage/Events/NPCW/Tuesday.aspx
- Coleman is a co-leader of the Steering Sub Committee: Focus Groups with Faculty and Students on LSU School of Medicine Curriculum, along with two other Academy Teaching Scholars: Richard DiCarlo, MD and Robin English, MD.
- Coleman, Mary Thoesen; McLean, Angela. Clinical Interprofessional Learning of Patient-Centered Medical Home Principles Using the Exemplary Care and Learning Site Model 2013 SGEA Ann Conf Program, 2013, 60. Poster presented at SGEA in Savannah, GA.
- Teaching Scholar: Gary Duhon, MD
Pediatrics - School of Medicine
Curriculum development/innovations:
- As Curriculum Director for Pediatric Ethics Rounds, Duhon coordinates and supervises quarterly interactive educational sessions on bioethics for the pediatric residents, fellows, faculty, students and ethics committee members.

Master Teacher, James Thompson, PhD
Microbiology - School of Medicine (retired)
- Thompson’s publication, Rasch Analysis for the Evaluation of Rank of Response Time in Multiple Choice Examination has been accepted for in Journal of Applied Measurement. The other coauthors are Tong Yang, and Sheila Chauvin.
- Thompson presented a paper: Answer Score Mediation Contributes to the Variability of Examination Speed-Ability Tradeoff at the annual meeting of the American Educational Research Association April 27-May 1, 2013 in San Francisco.

Associate, Stacey Holman, MD
OBGYN - School of Medicine
- Is a graduate of the 2012-13 Association of Professors of Gynecology and Obstetrics (APGO) Academic Scholars and Leaders Program (No 7. pg. 23). Holman presented her final project in a poster session: Teaching Quality Improvement: A Needs Assessment for OBGYN Resident Education

The purpose of the APGO Academic Scholars and Leaders Program is to enhance education in obstetrics and gynecology by preparing ob-gyn physician faculty, through a rigorous 15-month curriculum, to possess the skills and knowledge necessary to be outstanding teachers and educational administrators.
Member Accomplishments since October 2012 (continued)

Teaching Scholar, Robin English, MD
Pediatrics - School of Medicine was recently promoted to Professor.
- She participated in a preconference workshop #6 at Council of Medical Student Education in Pediatrics /Association of Pediatric Program Directors (COMSEP/APPD): Your Educational Scholarly Project: From Idea to Analysis to Dissemination; April 10, 2013 in Nashville, Tennessee.
- Robin was also co-author on the following journal articles:
Other Academy members collaborated with English on this one.
- English Presented at the American College of Surgeons (ACS) conference:
  - “The Academy as Driver for Educational Innovation: Interprofessional Education” American College of Surgeons /Accredited Education Institutes Postgraduate Course New Orleans, Louisiana

Master Teacher, Deborah D. Garbee, PhD, APRN, BC
Associate Dean - School of Nursing
Teaching Scholar, John Paige, MD
Associate Professor Surgery - School of Medicine
- Published an article on their extensive educational research on Interprofessional Teamwork that was initiated with an Academy EEG grant. In 2008.

Fellow, Judith Gentry MSN OCN CNE
Assistant Professor - School of Nursing
- June 2013: Judith was selected to be on the Review Board of Oncology Nursing Forum and Clinical Journal of Oncology Nursing.
- Judith also conducted a Podium Presentation: “Preceptor Workshops: Interdisciplinary Project for Graduate and Undergraduate Preceptor Education” at Drexel University Nursing Education Institute, June 18-21, 2013 in New Orleans, LA

Gentry’s Preceptor Workshops are well known around the country where she has been asked to conduct these workshops at a number of universities and conferences. The workshops are a result of an EEG grant from the Academy. (YEAR)

Fellow, Marie Acierno, MD
Professor, Clinical Ophthalmology - School of Medicine, Baton Rouge campus
- Completed in 2013 the one-year Hedwig van Ameringen Executive Leadership in Academic Medicine® (ELAM) Program for Women at Drexel University College of Medicine
The Inter-professional Education elective (INTER 281) was deemed to be successful by both students and faculty in its first semester last year, so it was offered again this year. Twice as many students (approximately 75) enrolled this year. Results of outcomes data from faculty focus groups, student surveys, and student attitude assessments will be presented for publication. Additional faculty members have been recruited and programs such as Pharmacy (Xavier College of Pharmacy) and Rehabilitation Counseling have been added. Academy members participating as teaching faculty this year are Debbie Garbee (nursing), Rachel Trommelen (allied health), Robin English (medicine), and Jay Hescock (medicine). Additional Academy members who participated last year were Celestine Carter (nursing), Jane Sumner (nursing), and Kirk Nelson (allied health). Course co-directors from all schools learned a lot in the process and amended last year’s learning activities based on feedback from students. The following is a response from one of the students who participated last year:

Reflections from a Student

As one of the few dental students to participate in the ground-breaking Inter-professional Education elective, it was an extremely rewarding experience for me. From the aspect of a student, taking a patient’s case and dissecting it from numerous professional perspectives resulted in learning priceless information from my peers. I was constantly impressed by the knowledge presented by both the students and faculty. At this point in my education, it has been rare to have any interaction with the other fields of medicine, but this class showed me just how important inter-professional communication is. I hope this course is continued to be offered as part of the LSUHSC curriculum in hopes to impact other students and open their eyes to a better world of medicine, as it did for me.”

The House: Mentoring & Professionalism Development Program

“My time thus far has been wonderful. My favorite part is having the platform to expose the junior medical students to research and clinical medicine before their third year, which I know can feel overwhelming and rapid at that time. I’m thrilled to say that I’ve already had the opportunity to discuss career planning with some of them. One of my students even attended our departments weekly radiology conference. Another plan to assist me with research. I’ve also been able to facilitate a family medicine externship, with a colleague, for another student. I look forward to helping all of them in their careers in any way I can. Having the opportunity to do so is truly a privilege.” Bradley Spieler MD (Radiology)

I started mentoring last semester [fall 2012] by participating in the ethics portion of their SPM 100 course. My experience has been pretty positive. The only drawback is that I probably don’t spend as much time with the students as I would like. It is refreshing to get to know these students just coming into the program. They are more open to interaction with us [faculty]. We never really finish mentoring these students – we follow them through all 4 years. I’m looking forward to the community service project. My group is considering participating in the Guatemalan telemedicine project, the topic of the seminar held on February 18th, 2013 at LSUHSC. Jeffery Hobden PhD (MIP)

The following Academy members are serving as House faculty:
Juzar Ali MD (IM), Brian Barkemeyer MD (Pediatrics), Amy Creel MD (Pediatrics), Gary Duhon MD (Pediatrics), Paula Gregory PhD (Genetics), Amparo Gutierrez MD (Neurology), Jay Hescock MD (Pediatrics), Jeffery Hobden PhD (MIP), Stacey Holman MD (OB/GYN), Tom Lallier PhD (Dentistry), Angela McLean MD (IM), Bradley Spieler MD (Radiology), Mark Townsend MD (Psychiatry).

Inter-professional Education

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The directors hope to expand this elective even further to include more students and are open to including any faculty member, Academy member or not, to help teach the course.
Opportunities Call: Academy Membership, Faculty Mentoring, Faculty Development, Educational Enhancement Grants

Membership Applications

Any faculty member affiliated with LSUHSC-NO may apply for membership in the Academy. Faculty may apply to become an Associate member from the first day of employment at LSU. The application for Associate membership consists of a cover page, Structure Personal Statement, CV, and one letter of support from his/her department head/direct supervisor.

Upon reaching one’s second anniversary as LSU faculty, individuals may apply for membership as a Fellow, Master Teacher, or Teaching Scholar. Finally, the Protégé membership category is designed specifically to engage and mentor interested doctoral, post-doc, resident, and clinical fellows in the Academy for the duration of their training program at LSUHSC-NO. This is an ideal strategy for those trainees who desire or are considering an academic career.

Applications received by the 15th of March, June, September, and December will be reviewed within each subsequent quarter. The same schedule applies for existing Academy members who wish to submit a new application portfolio for a different membership category (i.e., Master Teacher or Teaching Scholar). All faculty members engaged in teaching and interested in advancing their professional development in teaching and educational scholarship are encouraged to consider membership in the Academy.

Benefits and opportunities to contribute to the community of educators exist for junior, mid-career, and senior faculty members.

Complete details, application forms and portfolio template are available as Word documents from the Academy website. Periodic workshops are offered and individual and group consultations are available by appointment. Interested individuals should visit the Academy website and/or email omerad@lsuhsc.edu or call 504-568-2140 to schedule an appointment.

Faculty Mentoring

An important component of the Academy is to facilitate effective mentoring relationships in teaching and educational scholarship. Mentoring relationships can accommodate a range of faculty development needs and interests, including but not limited to, enhancing or developing teaching and education innovations, developing an educator portfolio for professional development or to prepare for academic advancement review, developing and conducting educational research and scholarship, developing and enhancing one's educational leadership development.

Mentoring is available to all faculty members at LSUHSC-NO. Faculty who are interested being a mentor or finding a mentor in teaching and education should call or email Dr. Sheila Chauvin (504-568-2140 or omerad@lsuhsc.edu) for more information and to discuss interest.

Faculty Development

The Academy sponsors faculty development workshops and activities targeting professional development in teaching and education, educational research and development and individual and organizational development (e.g., personal strategic planning, effective leadership strategies, leadership and change). Many of the workshops offered are available to members and non-members of the Academy. Workshops created by Academy members and offered during the 2010 Spring Symposium were very well received. These workshops are being repeated during the 2010 Fall semester. Please check the Academy website for dates, times, and locations of these sessions. In addition, there are a number of other faculty development sessions being offered. Please check the website regularly and watch for announcements via email and the digital signs across campus, as other sessions are being added. Suggestions for new faculty development workshops to be developed and presented at the 2011 Spring Symposium are being solicited by the Academy Faculty Development and Scholarship Team. Please send for the Academy to omerad@lsuhsc.edu, as well as your interests in being involved in developing and presenting workshops.

Educational Enhancement Grants 2014-15

The Academy EEG program will be undergoing some refinements in preparation for the 2014-15 academic year. The following changes and refinements in the proposal and review process are being made based on observations of and experiences in recent years:

- The Call for Proposals will be distributed earlier in the year.
- Academy members (Fellow, Master Teacher, Teaching Scholar) interested in submitting an EEG proposal must submit a letter of intent.
- A workshop and FAQ session will be offered to facilitate timely preparation of high quality, successful proposals. PD/PIs will be strongly encouraged to attend the session and to include project team members.
- The 2013-14 Call for Proposals remains on the Academy website. No major changes are anticipated, so this document can be a useful resource for beginning idea generation and planning as early as now.

Important dates for the 2014-15 EEG Call for Proposals are anticipated as follows:

- Friday, November 22, 2013: Call for Proposals distributed and posted to the Academy website
- December 2013: Two workshop dates will be scheduled
- Monday, January 27, 2014, 4:00 p.m.: Letters of Intent deadline
- Monday, April 28, 2014, 4:00 p.m.: Proposals deadline
The Academy for the Advancement of Educational Scholarship is a health sciences center-wide program of the Chancellor's Office. Conceptualized in 2002, the Academy was established in 2004 as an inter-professional community of scholars. The mission of the Academy is to nurture and recognize excellence, scholarly practice and scholarship in teaching and education through faculty development, advocacy, collaboration, and creativity. The Office of Medical Education Research and Development (OMERAD), School of Medicine, serves as the base of operations for the LSUHSC-NO Academy.

To date, 79 faculty members from across the professional schools at LSUHSC-New Orleans have been inducted into the Academy. By membership category, there are 7 Associates, 40 Fellows, 18 Master Teachers, and 14 Teaching Scholars. By school, 8 are in Allied Health Professions, 3 in Dentistry, 54 in Medicine, 5 in Nursing, and 8 in Public Health. Membership is renewable every five years.

The Academy provides faculty development activities and resources to the entire LSUHSC-NO community and additional benefits and privileges to its members. Details about the Academy, application for membership, and its programs and benefits are available on the Academy website. If you have questions or want to discuss Academy membership, please call 504-568-2140 or email omerad@lsuhsc.edu.

Jay Mussell (Medicine) leads a small group discussion regarding use of lecture video capture. During the Academy 2013 Spring Symposium.

The LSUHSC - N. O. Academy
Check out the improved website and bookmark it for future reference.
http://www.medschool.lsuhsc.edu/medical_education/omerad-academy.asp