The Louisiana State University Health Sciences Center—New Orleans
Academy for the Advancement of Educational Scholarship

Academy Bulletin

Save the Dates

- **10/1-29/09** Weekly IAMSE Webcast Seminars on New Medical School Curricula

- **10/7—9/09** Academy Week

- **10/14/09** Workshop: Essential Elements of Teaching, Part II

- **11/11/09** Workshop: Case-Based Learning

- **1/27/10** Workshop: Team-Based Learning

- **2/23/10** Workshop: Publishing the Products of Your Teaching

From the Director. . . .

Welcome to the second issue of the Academy Bulletin. Last spring, in our first issue, we provided dates and preliminary plans for the third annual Academy Week. On pages 4-12 you will find a complete description of the events that will occur October 7-9 in the new, re-dedicated Isidore Cohn, Jr. Learning Center. A new feature of this year's Academy Week will be Educational Scholarship Day on October 9, an initiative of Academy team members for faculty development and scholarship. In fact, you will probably want to print this bulletin and start marking the sessions and details you won't want to miss. Please share this issue with colleagues and invite them to join you for Academy Week.

You will notice at the top of this page the new Academy logo that will now appear on Academy programs, announcements, and materials. Members of the Scholarship Team created this design to convey the unique feature of the LSUHSC-NO Academy as an inter-professional, health sciences center-wide community of educators. Elsewhere in this issue you will find reports for the Academy Executive Council, the Academy Teams, Member Updates, and news about other achievements, awards, and developments.

On page 3, you will find the four new Educational Enhancement Grants that have been awarded for 2009-2010. Also, congratulations to Academy members who recently completed the AAMC Medical Education Research Certificate (MERC) requirements. An update for the next Educational Enhancement Grants Call for Proposals and a Save-the-Date notice for the next series of Medical Education Research Certificate (MERC) workshops will be of particular interest to Academy members and those who are planning to apply for membership in the near future. Last, but not least, check out the Collaboration Corner and read about upcoming faculty development opportunities and resources. As always, we welcome your comments and suggestions. I look forward to seeing everyone at the Academy Week activities.

Sheila W. Chauvin, MEd, PhD

Inside this issue:

2009 Academy Week is October 7 - 9

Academy Week will kick off at 9:00 a. m., Wednesday, October 7 with a hands-on workshop targeting practical strategies and individualized consultations for presenting evidence of excellence and scholarship in teaching and education. Open to all interested faculty members, this workshop will focus on teaching/educator portfolios and the Academy membership application portfolio format. Faculty interested in becoming members of the Academy will find this session particularly useful. Our plenary presenter, **Dr. Patricia O'Sullivan**, Associate Director of Educational Research at the University of California - San Francisco, will join us for this workshop.

After a light lunch buffet at 11:30 a.m., Dr. O'Sullivan will present her keynote "Assessing Critical Thinking: A Broad Skill that Requires "Real" Methods."

This noon presentation will challenge us to think deeply and creatively about this important skill in health professions education. The plenary session will be followed by a brief Academy business meeting, then members will delve more deeply into critical thinking assessment with a workshop led by Dr. O'Sullivan. Members will examine keys steps and examples of assessment tools, that can be applied to their situations and learners.

Spotlight on: Dr. Patricia O'Sullivan

The Academy welcomes back Dr. O'Sullivan from the University of California-San Francisco College of Medicine. Dr. O'Sullivan visited LSUHSC-NO this past spring to lead an AAMC Medical Education Research Certificate (MERC) workshop for Academy Members. Dr. O'Sullivan will give the 2009 Academy Week plenary address, entitled "Assessing Critical Thinking:

Dr. Patricia O'Sullivan is the 2009 Academy Week Keynote Address and Member Symposium Leader

A Broad Skill that Requires "Real" Methods," and conduct an afternoon Academy member symposium.

Dr. O'Sullivan is the Associate Director for Educational Research in the Office of Medical Education at UCSF. She is Immediate Past Vice President of the American Educational Research Association Division on Professions Education, current Chair of the AAMC Research in Medical Education section, and a member of the AAMC Group on Education Affairs national steering committee. Prior to joining UCSF in 2005, Dr. O'Sullivan was a Professor in the Office of Educational Development at the University of Arkansas for Medical Sciences, a role she filled for 12 years. She has held appointments at a number of health professions education institutions, spanning the map from

Rhode Island, Connecticut, Alabama, Texas, and Hawaii and in departments of nursing, pediatrics, internal medicine, biomedical communications, chemistry, and physics. In addition, she has consulted with medical schools internationally regarding curriculum, teaching, and assessment. Dr. O'Sullivan holds a Baccalaureate degree in Chemistry (Rosemont College, Pennsylvania), M. S. in Chemistry (University of Pennsylvania), and an Ed. D. from the University of Texas – Houston.

An accomplished educational researcher and mentor, Dr. O'Sullivan is also well-known for her work in teaching and assessing critical thinking. While at UAMS, Dr. O'Sullivan was awarded funding from the National Board of Medical Examiners Stemmler Fund to develop and evaluate a portfolio-based method for assessing core competencies in residency education.

In recent years, Dr. O'Sullivan has built upon this earlier work and focused considerable effort on designing, implementing, and evaluating the effective use of portfolios and portfolio-based assessment tools and methods in various health professions education programs, with particular attention to the assessment of critical thinking skills. Currently, she is working with several groups of faculty members on the use of portfolios and assessment rubrics. Expect to see her draw on these experiences and initiatives for the noon plenary and afternoon workshop during Academy Week.

2009 Academy Week is October 7 - 9

Each Academy member has been encouraged to select a primary focus and goal for advancing their teaching and educational scholarship this year. On Thursday afternoon, Academy members will participate in consultative small group discussions led by Executive Council members to plan strategies for their respective professional development and educational scholarship goals. Academy members who share similar interests and goals can also explore opportunities for col-

Friday October 9 will be the culminating day of the 2009 Academy Week. Beginning at 1:00 p.m. on Friday, all members of the LSUHSC-No academic community are invited to attend the first annual **Educational Scholarship Day**, an initiative of the Faculty Development and Scholarship Team. This event will include peer-reviewed oral abstracts, posters, and demonstrations, followed by the annual **Academy Induction and Recognition Ceremony** at 3:00 p.m.

In addition to inducting new members into the Academy, presenters at the Educational Scholarship Day and other special recognitions will be presented. A reception following the ceremony will provide additional opportunities to view posters and demonstrations, interact with presenters, and offer personal congratulations to colleagues for their achievements. The presentation abstracts and session details can be found on pages 4 – 12.

We look forward to seeing you at Academy Week, and encourage you to take advantage of these opportunities to network, meet others who share interests in teaching and education, and congratulate your colleagues on their educational scholarship.

New Educational Enhancement Grants Awarded for 2009-2010

The Academy Educational Enhancement Grants Review Panel and the Academy Executive Council have approved funding awards for four new projects in 2009-2010. New awards include the following:

Effectiveness of teamwork and communication in a critical care code scenario using interdisciplinary, high-fidelity, human patient simulation with students from four professional programs. ($5,503.71)

- Principal Investigator/Project Director: Deborah D. Garbee, PhD, APRN, BC (Nursing)

  - Co-Principal Investigator: John T. Paige, MD (Medicine)

  - Co-investigators: Laura Bonanno, DNP, MS (Nursing); Valeriy Kozmenko, MD (Medicine); T. Kirk Nelson, MPT, PhD(c) (Allied Health Professions); Kendra Barrier, RN, BSN: Jean Cefalu, RN, BSN; and Lyubov Kozmenko, BSN (Nursing)

Doctoral Colloquia for Doctor of Nursing and Doctor of Physical Therapy Students ($4,600)

- Principal Investigator/Project Director: Deborah D. Garbee, PhD, APRN, BC (Nursing)

  - Co-investigators: Jane Eason, PhD; Yvonne Sterling, PhD; Penny Kroll, PT, PhD; and Marsha Bennett, DNS, APRN, ACRN; (Nursing) and T. Kirk Nelson, MS (Allied Health Professions)

Preceptor Workshops Interdisciplinary Project for Graduate and Undergraduate ($2,000)

- Principal Investigator: Judith Gentry, APRN, MSN, OCN (Nursing)

  - Co-Investigators: Rosa M. Schaubhut, RN, MPH; Laura Bonanno, DNP, CRNA; Marjorie Geisz Everson (Nursing)

White Blood Cell Differential Trainer ($3,000; Department contribution: $6,000)

- Principal Investigator: Patsy Jarreau, MHS (Allied Health Professions)

  - Co-Investigators: Angela Foley, MS: Michele Zitzmann, MHS (Allied Health Professions)

Congratulations to these project teams! Many thanks to the EEG review panel members for their very thorough peer review process and helpful feedback to project teams.

Russell C. Klein, M.D. ('59) Center for Advanced Practice 32 Station Demonstration Laboratory

The OMERAD was established in the School of Medicine in October 2002. It is a school-wide resource and consultant center for promoting excellence, innovation, research, and scholarship in teaching and education.

Academy Teams Reorganize, Set New Directions

As a result of the Academy members' input at its 2008 spring retreat, several Academy Teams were established to provide opportunities for leadership and service within the Academy and provide opportunities for Academy members who share similar interests to collaborate on targeted projects. These included the following: Membership, Advocacy, Communica-tions, Faculty Development, Educational Scholarship, and the Educational Enhancement Grants Review Panel. After some initial planning and activities, the structure and function of these teams were re-examined this past spring, again with input from Academy members. Some of the teams were observed to have overlapping goals and intentions. Therefore, as of July 1, the teams have been re-organized as four Academy Teams:

1. Faculty Development and Scholarship (Robin McGoey and Daniel Harrington, Co-Chairs)
2. Membership and Advocacy (Jeffery Hobden and Deborah Garbee, Interim/Transition Co-Chairs)
3. Communications (Molly Knapp, Chair and Kathryn Kerdolff, Co-Chair)
4. EEG Review Panel (Paula Gregory, Chair and Donald Mercante, Co-Chair)

Academy members are expected to join one of the teams. New team rosters will be posted on the Academy website. Any Academy member who has not become involved in a team or who wishes to join a different team, should contact Dr. Sheila Chauvin at omerad@lsuhsc.edu. Each of the teams are targeting one or two primary initiatives.
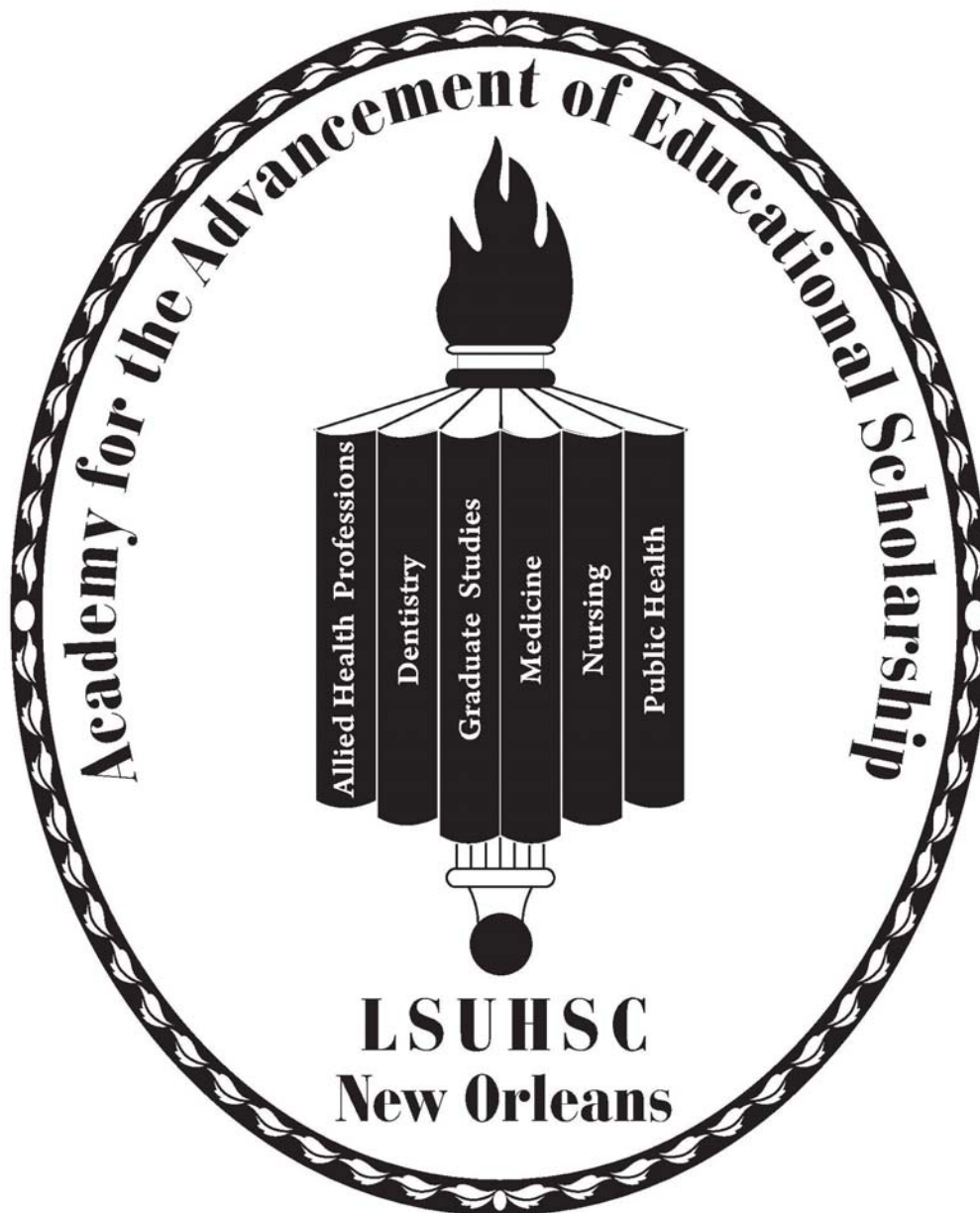
LSUHSC-NO Academy for the Advancement of Educational Scholarship
2009 Academy Week
Schedule of Events
Wednesday, October 7 – Friday, October 9, 2009
In the
Isidore Cohn, Jr. Learning Center, LSU-Lions Building, 6th Floor

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Wednesday, October 7, 2009				
When?	Where?	Session Description	All LSUHSC-NO Faculty	Academy Members Only
9:00 – 11:30 a.m.	Large Classroom Isidore Cohn, Jr. Learning Center	**Presenting Your Evidence of Excellence and Scholarship in Teaching and Education** *Workshop Facilitators:* Sheila W. Chauvin, MEd, PhD, Jack R. Scott, EdD, MPH (OMERAD) Pat O'Sullivan, EdD, UCSF and Academy Executive Council **Session Description** This session will begin with a brief overview of educational scholarship and the use of portfolios for compiling and presenting involvement, excellence, and scholarship in teaching and education. The majority of the session will be devoted to small group and individualized consultations with participants regarding compiling and presenting evidence of excellence and scholarship in teaching and education. Faculty who are interested in submitting an application portfolio for Academy membership will find this session particularly helpful, as this format will be used as the specific example.	✔	
Noon – 1:00 p.m.		*Academy Week Plenary Session* **Assessing Critical Thinking:** **A Broad Skill Requires "Real" Methods** *Presented by:* **Patricia O'Sullivan, EdD** Associate Director for Educational Research, Office of Medical Education University of California – San Francisco Critical thinking is what we call a broad ability integrating many different skills. As such, our typical assessment approach of teasing out individual components does not work to assess critical thinking. Assessments rooted in real work are necessary. This lecture will present assessment examples from real problem tasks, observations, portfolios and reflection and acknowledge the role of formative assessment in the process.	✔	

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Wednesday, October 7, 2009				
When?	**Where?**	**Session Description**	All LSUHSC-NO Faculty	Academy Members Only
1:15 – 1:45 p.m.	Large Classroom Isidore Cohn, Jr. Learning Center	**Academy Fall Business Meeting** *Convenor:* **Robin English, MD** Chair, Academy Executive Council		✔
2:00 – 4:30 p.m.		*Academy Fall Symposium* **Portfolios: Designing to Assess Critical Thinking** *Academy Members Only* *Workshop Facilitator:* **Patricia O'Sullivan, EdD** Associate Director for Educational Research Office of Medical Education University of California – San Francisco In this session, Academy members will review experiences with portfolios and portfolio-type entries to identify the steps needed to ensure that a portfolio has the necessary characteristics to support an assessment of critical thinking. What are the essential tasks and activities? How should entries be designed and what evidence is needed? How are assessment rubrics designed and then applied to assessing the evidence available through the portfolio? As we explore and engage in hands-on applications, we will evaluate rubrics from UCSF for their application to portfolios being developed or in use at LSUHSC. Regardless if one is contemplating, designing, or using portfolios to assess critical thinking, this workshop will benefit Academy members in thinking deeply about innovative approaches to assessing critical thinking and designing assessment tasks that are relevant and effective.		✔

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Thursday, October 8, 2009				
When?	Where?	Session Description	All LSUHSC-NO Faculty	Academy Members Only
1:30 – 4:30 p.m.	Isidore Cohn, Jr. Learning Center Small Group Rooms 1, 3, 5, & 7	*Academy Week* **Putting Your Focus Strategy into Action** Collaborative Roundtables *Academy Members Only* *Roundtable Facilitators:* **Sheila W. Chauvin, MEd, PhD Academy Executive Council Members Jack R. Scott, EdD, MPH**		✔

Friday, October 9, 2009				
When?	Where?	*Session Description*	All LSUHSC-NO Faculty	Academy Members Only
1:00 – 3:00 p.m.	Isidore Cohn, Jr. Learning Center Large Classroom	*Academy Week* **Educational Scholarship Day** Oral Abstracts, Posters and Demonstrations	✔	
3:00 p.m.		*Academy Week* **Induction and Recognition Ceremony** and **Reception**	✔	

Please join us!

Abstracts and additional details contained in this issue of the Academy Bulletin. Questions? Please contact the OMERAD by calling 504-568-2140 or via email at omerad@lsuhsc.edu.

LSUHSC-NO Academy for the Advancement of Educational Scholarship
2009 Educational Scholarship Day
Friday, October 9, 2009
Isidore Cohn, Jr. Learning Center, LSU-Lions Building, 6th Floor

Program

Oral Abstracts..	1:00 – 1:45 p.m.
Posters and Demonstrations..	1:45 – 3:00 p.m.
Academy Induction and Recognition Ceremony....................	3:00 p.m.

Reception follows,
with additional opportunities to view posters, demonstrations,
and interact with presenters and colleagues.

Oral Abstracts
Moderated by: Wayne Vedeckis, PhD, School of Medicine, Academy Master Teacher

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High Fidelity, Simulation-Based Inter-Professional Operating Room Team Training For Medical, Nurse Anesthesia and Undergraduate Nursing Students
2008-09 Academy Educational Enhancement Grant Award

John Paige, MD; Deborah Garbee PhD, APRN, BC; Valeriy Kozmenko MD; Lyubov Kozmenko BSN; Laura Bonanno DNP, CRNA; and William Swartz PhD

<u>Background</u>: The safe, reliable delivery of care in the operating room (OR) requires effective inter-professional teamwork. Unfortunately, current team interaction is less than ideal. The various professions tend to maintain a "silo" mentality, fostered in part by an educational experience that rarely involves inter-professional learning experiences. We investigated the impact of conducting high fidelity simulation (HFS) inter-professional OR team training for students on their attitudes toward team-based competencies.

<u>Brief Project Description</u>: Student teams from the Schools of Medicine and Nursing underwent a two hour inter-professional team training session using HFS in the Virtual Operating Room in the Center for Advanced Practice in an attempt to increase their awareness of inter-professional team-work and communication.

<u>Methods</u>: During spring of 2009, 66 students participated in 10 sessions. Students were divided into teams of 6-8 participants consisting of under-graduate nurses, nurse anesthetist students, and senior medical students. Sessions involved two standardized simulated scenarios which were each followed by a focused debriefing targeting team-based competencies and emphasizing reflective practice. For each session, students completed pre- and post-training questionnaires that included a 15-item self efficacy tool targeting teamwork competencies using a 6-point Likert-type scale. T-test with Bonferroni adjustment was used to compare calculated pre- and post-training mean item scores.

<u>Results</u>: Matched pre- and post-training questionnaires were collected from all participants. Twenty nursing students, 20 nurse anesthetist students, and 26 medical students participated in the training.
Statistically significant gains from mean pre- to post-training scores occurred on 11 out of the 15 items after the two hour session.

<u>Conclusion</u>: Inter-professional OR team training using HFS improves students' attitudes toward key team-based competencies. Such attitudinal change is an important first step in adopting team-based behaviors in the actual clinical environment. (word count: 280) Brief description of the elements or organization of the poster or presentation: Presentation will follow the format in this abstract with more detail.

Medical Student/Resident Simulation Training: Opportunities for Resident Research Projects

Rodney J. Hoxsey, MD

Teaching by simulation training is becoming a more common and accepted method of learning. Simulations allow for the reproduction of clinical scenarios and the assessment of learners' responses to medical situations or the performance of technical skills. This allows for the repetitive practice in a non-threatening environment to acquire those responses and skills. The development and use of simulation learning tools provides many opportunities for research in the development of teaching models and the effect of simulation training on learners. Residents in the Department of OB/GYN have utilized simulation training exercises as the basis for their mandatory research projects. Several residents have presented their findings at national and regional meetings or have had their work published. This presentation will discuss the process of resident research project development and review some recent examples of simulation research.

Use of Cinema to Enhance Teaching of Neurological Diseases in the Classroom

R. Ranney Mize, PhD

Videos which illustrate clinical deficits produced by CNS diseases are commonly employed in neuroscience courses in health science institutions worldwide. Although useful, these videos are often of poor production quality, frequently show compliant patients who do not reveal their personality or feelings, and sometimes do not effectively demonstrate the deficit. I have begun to use clips from Hollywood movies to more dramatically demonstrate the emotional as well as physical impact of neurological disorders upon the patient and family. Commercial DVDs that I use include: "Coming Home" (Metro-Goldwyn Meyer, 1978) which shows the environment of a veteran's rehabilitation ward and the progression of a Vietnam soldier as he struggles to live with his war-induced paralysis; "Hilary and Jackie" (Universal Studios, 1999) which documents the loss of somatomotor skills of the classical cellist, Jacqueline DuPre, as she succumbs to multiple sclerosis, and the impact which this loss has on her professional and personal life; "Iris" (Buena Vista, 2001) which vividly documents the devastation of
Alzheimer's dementia on the mind of the British poet Iris Murdoch and the effect of the disease upon her husband and family; and "Sylvia" (BBC, 2003) which dramatically evokes the quiet descent of the poet Sylvia Plath towards suicide after a life-long battle with major depression. The latter film is particularly effective in showing how those she reaches out to do not perceive that she is likely to kill herself; and "Iris" clearly illustrates the stages and progression of the disease. Student and other evaluations suggest that these cinematic experiences have been effective for achieving the following: 1) teach empathy for the patient's condition; 2) dramatically demonstrate the full constellation of symptoms of a spectrum of neurological conditions; 3) connect the physical symptoms with the emotional experience of the disease process; 4) effectively demonstrate the specific pathological characteristics of each disease. This material has previously been published in a short article, a national symposium, an Experimental Biology meeting abstract, and a newsletter of the American Association of Anatomists.

Posters and Demonstrations

From Clinic to Classroom: Learning to Teach in the Health Sciences with Little Formal Preparation

T. Kirk Nelson, MPT, PhD(c)

Background: Faculty induction into professional educational programs, like the health sciences, is vastly different than that of other programs. Most of these instructors enter academia without any formal preparation in teaching. A review of the literature revealed that little exists regarding the experiences of new health sciences faculty with minimal formal training in teaching.

Description of project: This study examined the experiences of junior faculty in the health sciences during their induction period. The aim of the study was to discover what the early experiences of academic faculty are in the health sciences as well as the epistemological and pedagogical beliefs of these new faculty members and how these were developed.

Methods: This project utilized qualitative methodology through one-hour interviews with each of the four participants; two new faculty from both the departments of Physical and Occupational Therapy. Interview transcriptions were coded, common codes were grouped into themes, and relationships between themes were determined. From these relationships, conclusions were made and implications drawn from the data analysis.

Results: Data analysis revealed four major themes including: sources utilized for learning to teach, epistemology and pedagogy development, early experiences in teaching, and mentoring experiences. Further data analysis revealed how experiences, multiple sources, and informal mentoring led to the development of epistemological and pedagogical beliefs in these four faculty members.

Discussion/Conclusions: It was found that learning occurred through many avenues including experience, informal mentoring, and theoretical inquiry and knowledge. Even though many of the early experiences in teaching for these individuals were negative, they were able to learn and grow through all experiences, both positive and negative.

Adapting ACGME-core competencies into a third-year clerkship evaluation enhances assessor discrimination: A Two-Year Comparative Study

Hernan A Bazan, MD; Maureen McDonough, BA; Christopher C. Baker, MD; and Sheila W. Chauvin, MEd, PhD

Introduction: Assessment of medical student performance during clinical clerkships is variable and depends largely on the assessors' training. Considerable faculty development and training has occurred in recent years to enhance teaching and assessment of the Accreditation Council for Graduate Medical Education (ACGME) six core competencies. We hypothesized that a revised clinical clerkship performance assessment system would enhance assessors' discrimination of performance and decrease the proportion of students receiving the highest performance level.

Methods: Data for analysis included the evaluation results for 321 consecutive third year medical students completing the surgery clerkship at our medical school over a two year academic period (2006 – 2008) and reflected three components: 1) clinical performance (Group A: 13 items, 2006 – 2007; Group B: 12 items, revised based on ACGME-core competencies 2007 –2008); 2) standardized knowledge test, and 3) ethics report. Grading scale for both years included honors, high pass, pass, incomplete (H, HP, P, I). Performance for Groups A and B were compared using __ -test and the two-tailed unpaired t-test was used to assess each assessment component.

Results: Adapting the ACGME-core competencies resulted in a significant decrease in the clinical performance assessment score (Group B vs. Group A [56.6 ± 0.16, n=164 vs. 58.3 ± 0.21; n=157; p<.0001, respectively]). Moreover, significantly less Honors (20.1% vs. 35%) and an increased HP (62.2% vs. 50.3%) and P (14% vs. 11.5%) were noted in Group B compared to Group A (p=.0296). No significant differences were noted in the other two components of the final grade; ethics report (99.2 ± 0.22, n=164 vs. 99.6 ± 0.14, n=157; p=.158) and performance in a standardized examination (82.4 ± 0.59, n=164 vs. 84.15 ± 0.71, n=157; p=.0623).

Conclusions: An evaluation system based on ACGME-core competencies decreases the proportion of students receiving the highest performance level. Our data suggests that adaptation of this commonly understood construct for medical student evaluations may facilitate consistent interpretation of items and observed performances, and enhance assessor accuracy and discrimination.

Development and Evaluation of a Genetic Nursing Practice Curriculum
2008-09 Academy Educational Enhancement Grant Award

Gloria Giarratano, PhD and Paula Gregory, PhD

Background: Health care for all persons will increasingly include genetic and genomic information along the pathways of prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness. The National Coalition for Health Professional Education in Genetics (NCHPEG, 2007) set basic competencies and called for all health professionals, including nurses, to integrate genetic competencies into everyday clinical practice. As a result of NCHPEG, the nursing profession developed the *Essentials of Genetic and Genomic Nursing: Competencies, Curricula Guidelines, and Outcome Indicators* (2008) to guide curriculum development that includes genetic application to nursing practice for basic nurses.

Description of project: This was an inter-professional, collaborative project to design, implement, and evaluate a newly required nursing-focused genetics course for the undergraduate nursing program at LSUHSC (NURS 3451, Genetic Health Across the Life Span). Dr. Paula Gregory (School of Medicine) and Dr. Gloria Giarratano (School of Nursing) established a mentor/mentee relationship that enhanced development of a nursing course to apply genetic health care knowledge to basic nursing practice. Learner-centered, web-based modules and traditional classroom formats were used over two semesters with two different types of undergraduate nursing students (second degree and traditional BSN).

Methods: Pretest/Posttest; topic evaluations, summative exams, course evaluations

Results: Evaluation outcomes will be presented.

Discussion/Conclusions: Recommendations for using web-enhanced learning with the traditional classroom will be presented, based on the final analysis of data. Implementation issues such as, differing backgrounds of students, classroom environment and size will be addressed. Challenges and benefits to the mentor-mentee relationship will also be described.

Impact of Hurricane Katrina on the Educational Experiences of Second Year Occupational Therapy Students at LSUHSC-New Orleans

T. Kirk Nelson, MPT, PhD(c)

Background: Hurricane Katrina greatly affected the gulf coast and New Orleans specifically, leaving many to believe that life would never be the same. Regardless, life went on and so did the academic endeavors of the students at LSUHSC-NO. Every individual impacted by this experience has a story – this is the story of the students in the Department of Occupational Therapy.

Description of project: The aim of the study was to examine the experiences of occupational therapy students in New Orleans during the aftermath of Hurricane Katrina and discover what impact this had on the educational experiences of these students in order to glean vital information for future experiences and preparation.

Methods: This project utilized classroom observations, one-hour interviews and focus groups with participants from the LSUHSCNO Occupational Therapy graduating class of 2007. Interview transcriptions were coded, common codes were grouped into themes and categories, and relationships between these were determined. From these relationships, conclusions were made and implications drawn from the data analysis.

Results: Data analysis revealed over thirty codes and six major themes including: negative effects, coping mechanisms, cultural identity, professional identity, relationships, and things gained. Further data analysis revealed how relationships between these themes assisted the students to develop coping mechanisms and derive positive learning outcomes from negative experiences.

Discussion/Conclusions: Both positive and negative effects impacted the educational experiences of the occupational therapy students following Hurricane Katrina. Some of the negative impacts had no identifiable further effect on the participants (e.g., anger, blame and fault placing) while others had a significant positive impact on the educational experiences of these students. The students truly adapted by taking the tragic events and logistical problems that had occurred and created learning experiences out of them.

Pace: An Alternative Measure of Student Question Response Time

James J. Thompson, PhD; Tong Yang MD, MS; and Sheila W. Chauvin, MEd, PhD

Background: Response time measurement is a classic topic of interest in educational and psychological measurement. Such analyses have proven quite useful for selection of questions for computer adaptive testing, evaluation of student motivation, filtering of unexpected responses from parameter estimation, assessment of item exposure, etc.

Description of Project: Because time is a relevant variable in the performance analysis of professional behavior, we have initiated studies to describe the nature and extent of individual diversity within the time domain. As a model system, we have evaluated response time, collected as incidental information, to multiple choice questions during routine examinations.

Methods: Question response times were standardized as the survival function of the logarithmic function which best fitted the distribution of response times for the individual question (PACE) by quantile regression. Descriptive statistical analyses were completed with SPSS 11.5, GENOVA and Winsteps.

Results: Student question response times closely approximated lognormal distributions. Pace estimates derived from those distributions could be used both to rank and compare students; pace also performed maximally compared to other time parameterizations in generalizability and dependability studies. Pace was a person-dependent, question-independent measure. Pace measurements could also be used as covariates in models for estimation of person response time to specified questions and person accuracy in response to specified questions. Interestingly, incorrect answers often took longer to answer than correct answers. Finally, the parametric pace measure was closely approximated by simple nonparametric ranking of person response times within questions.

Discussion: The data reported here suggest that students approximately maintain a constant tempo as they progress through an exam relative to question duration, especially if the probability of a correct answer is considered. Thus, the analysis of pace can contribute significantly to comprehensive evaluation of student performance in both the speed and ability domains and is a requisite to best practice in testing and assessment. Future studies should examine the variation of pace over time and as a function of subject content, esp. procedure skills, test speededness, and other variables. This work was recently published in the journal, *Applied Measurement in Education* (22: 272-289, 2009).

Test the Test: A Pilot Study of an Assessment Tool to Measure Medical Students' Competencies in Information Retrieval and Application Skills in Clinical Practice
2008-09 Academy Educational Enhancement Grant Award

Kathryn E. Kerdolff, MLIS, AHIP; Maureen M.. Knapp, MA, AHIP; Richard P. DiCarlo, MD

Background: Guided by AAMC's initiative to introduce concepts of evidence based medicine (EBM) into the undergraduate medical curriculum, we developed an automated learning assessment tool to quickly and efficiently measure information retrieval and clinical problem solving skills of medical students.

Purpose: Develop a valid and reliable automated standardized learning assessment tool to measure medical student competency for each of the following: 1) search and retrieval of medical information, 2) critical appraisal and evaluation of research, and 3) synthesize evidence for application in clinical settings.

Methods: The eight-question assessment was given to 25 first and second-year medical students in a computer lab. Fifteen returned to retest. Simplified Test - Retest correlation was used to calculate the tool's reliability. Search behavior was recorded on the computer with screen capture software.

Results: Three questions show adequate reliability scores of 80% to 87%. A low reliability score of 40% for one of the questions resulted in clarification of the wording. Non-response bias could account for the higher reliability scores. As testing was conducted before and during final exams, returning students could have been more motivated to retest.

Conclusions: Responses to questions 1-4 contained too much information. Converting the answers was more time consuming than anticipated. Wording has been clarified to expedite grading. Validity of the tool has not been finalized at the time of this poster, but student responses indicate that basic EBM skills are in line with EBM instruction. The refined assessment tool will be given to all 2nd year medical students in July 2009 for further investigation.

Member Updates

Academy members have been busy with their teaching, educator activities, and scholarship in teaching and education. Many of the members submitted their annual reports in time for review prior to completing this issue of the Academy Bulletin. While this list of Academy member teaching and educator accomplishments is not complete, the variety of teaching and education awards, presentations, publications, 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!

Kelly Alig, MA, LOTR, *Fellow*
Occupational Therapy, School of Allied Health Professions
- Invited Proposal Reviewer, 2010 American Occupational Therapy Association Conference. Proposals include those on teaching methods in occupational therapy education.

James Diaz, MD, PhD, *Teaching Scholar*
Environmental and Occupational Health Sciences, School of Public Health
- *Dr. Allen A. Copping Award for Excellence in Teaching,* School of Public Health, Louisiana State University Health Sciences Center (LSUHSC) in New Orleans, 2009

Bonnie Desselle, MD, *Teaching Scholar*
Pediatrics, School of Medicine
- Led a *Teaching Critical Thinking* workshop with Dr. English and Dr. McGoey at the Southern Group on Educational Affairs (SGEA) conference; April 2-4, 2009; New Orleans, LA

Robin English, MD, *Teaching Scholar*
Pediatrics, School of Medicine
- Invited faculty, *Teaching Clinical Reasoning Skills*, a workshop presented at the Teaching Scholars program at the University of Utah College of Medicine.
- Led the *Introduction to Educational Scholarship* workshop at the combined national meetings of COMSEP and Association of Pediatric Program Directors (APPD) in 2009.
- Led a *Teaching Critical Thinking* workshop with Dr. Desselle and Dr. McGoey at the Southern Group on Educational Affairs (SGEA) conference; April 2-4, 2009; New Orleans, LA

Kathryn Kerdolff, MLIS, AHIP, *Master Teacher*
Maureen Knapp, MLIS, AHIP, *Fellow*
Library, School of Medicine
- Kerdolff KE, Knapp MM, *Medical Students' Information Seeking Habits.* In Conference abstracts presented at the Southern Group on Educational Affairs (SGEA) conference; April 2-4, 2009; New Orleans, LA.http://tulane.edu/som/sgea/presenters.cfm
- Kerdolff KE, Knapp MM, DiCarlo RP. *Test the Test: A Pilot Study to Develop and Assessment Tool to Measure Medical Students' Competencies in Information Retrieval and Application Skills in Clinical Practice.* In: Program abstracts presented at the Medical Library Association (MLA) 2009 Annual Meeting, Honolulu, Hawaii.

Rodney J. Hoxsey, MD, *Teaching Scholar*
Clinical Obstetrics & Gynecology, School of Medicine
- Promoted to Professor of Clinical Obstetrics & Gynecology, July, 2009
- Baur JP, Paige J, Yang T, Chauvin SW, Nolan TE, Hoxsey RJ. *The Role of Simulation-based Medical Student Training on Specialty Choice.* Poster presentation at APGO/CREOG Annual Meeting, March, 2009, San Diego, CA.
- Presented on Endometriosis and OB/GYN Simulations at the Meharry Medical College 21st Annual W.F.B. James Symposium, Nashville, Tennessee, April 2009.
- Tanner L, Hoxsey R, Holman S, Miller J Jr. *Shoulder dystocia training using the Noelle birthing simulator: knowledge and conduct of delivery*, J Reprod Med. Submitted July, 2009.
- Holman S, Hoxsey R, Tanner L, Miller J Jr. *Improving resident delivery documentation after a simulated shoulder dystocia,* J Reprod Med. Submitted July, 2009.
- Suleman R, Yang T, Paige J, Chauvin S, Alleyn J, Brewer M, Johnson S, Hoxsey R. *Is performance on a basic laparoscopic skills set affected by differences in hand-eye dominance and depth perception?,* JSLS. Submitted August, 2009.
- Paige J, Yang T, Suleman R, Chauvin S, Alleyn J, Brewer M, Hoxsey R. *Role of instruction method in novices' acquisition of minimally invasive surgical (MIS) basic skills.* Surgery. Submitted March, 2009.

Medical, nurse anesthesia, and undergraduate nursing students learn teamwork. A 2008-09 Academy EEG project. (Paige J, Garbee D, Kozmenko V, Kozmenko L, Bonnano L, and Swartz W).

Member Updates

Fred Lopez, MD, *Teaching Scholar*
Internal Medicine, School of Medicine

- 2009 *Outstanding Professor (Junior Class): Louisiana State University School of Medicine Aesculapian Society*
- 2009 *Henry L. Van Dyk, M.D. Memorial Award For Teaching Excellence in Clinical Science*; LSU School of Medicine Outstanding Clinical Professor

Robin McGoey, MD, *Teaching Scholar*
Pathology, School of Medicine

- Led a *Teaching Critical Thinking* workshop with Dr. English and Dr. Desselle at the Southern Group on Educational Affairs (SGEA) conference; April 2-4, 2009; New Orleans, LA

John Paige, MD, *Master Teacher*
Surgery, School of Medicine

- Paige JT, Kozmenko V, Yang T, Paragi Gururaja R, Hilton CW, Cohn Jr. I, Chauvin SW. *Attitudinal changes resulting from repetitive training of operating room personnel using high-fidelity simulation at the point-of-care.* Oral presentation at the Annual Meeting of the Southeastern Surgical Congress, Atlanta, GA, 2009.
- Paige JT, Kozmenko V, Paragi Gururaja R, Yang T, Hilton C, Cohn Jr. I, Chauvin S. *Impact of Point of Care High-Fidelity, Simulation-Based Interdisciplinary Operating Room Team Training on General Surgical Residents.* Oral presentation at the Annual Meeting of the Louisiana Chapter of the American College of Surgeons, New Orleans, LA, 2009.
- Paige JT, Kozmenko V, Yang T, Paragi Gururaja R, Chauvin SW. *Reworking rural operating room (OR) education: portability of team training using the mobile mock OR.* Accepted poster presentation for the American Society of Anesthesiologists (ASA) Annual Meeting, New Orleans, LA, 2009.
- Paige J, Yang T, Sharp N, Chauvin S. *Impact of video-based teaching of intracorporeal suturing on learners' self-reported confidence levels.* Poster presentation at the Society of American Gastrointestinal and Endoscopic Surgeons (SAGES) Annual Meeting, Phoenix, AZ, 2009.
- Paige J, Yang T, Suleman R, Chauvin S, Alleyn J, Brewer M, Hoxsey RJ. *Role of instruction in novices' acquisition of minimally invasive surgical (MIS) basic skills.* Oral presentation at the Annual Meeting of the Consortium of American College of Surgeons' Accredited Education Institutes, Chicago, IL, 2009.

Jane Sumner, PhD, *Teaching Scholar*
Graduate Nursing, School of Nursing

- Inducted 2009 into the *Louisiana State Nurses Association Hall of Fame*.
- Appointed to the *National Association of Clinical Nurse Specialists* task force on developing educational standards.
- Summer J. *Jurgen Habermas, Critical Social Theory and Nursing Education: Implications for Caring in Nursing.* Presentation to the Rho Zeta Chapter of Sigma Theta Tau the International Honor Society Nursing Research Day, Baton Rouge April 3, 2009.
- Sumner J. Jurgen Habermas, Critical Social Theory and Nursing Education: Implications for Caring in Nursing. In: *Habermas, Critical Theory and Education*. Eds. M. Murphy & T. Fleming. Routledge, UK. (2009, in press).
- Sumner J. Ethics in Research. In: *Nursing Research: Incorporating Evidence-Based Practice* 2nd edition Eds C. Boswell & S. Cannon. (2009, in press)
- Sumner, J. Two Countries, Two Cultures, One Nurse. In: *Giving Through Teaching: How Nurse Educators are Changing the World.* NY, NY: National League for Nursing (2009, in press).

Members collaborate to plan the Academy's future direction.

The OMERAD serves as the base of operations for the health sciences center-wide LSUHSC-NO Academy.

Academy members share perspectives from their different schools.

Member Updates

William Swartz, PhD, *Teaching Scholar*
Cell Biology and Anatomy, School of Medicine
- *Selby-Bourgeois Award for teaching excellence in basic science* presented by the 2009 senior class, LSUHSC-NO School of Medicine.
- Oliver PD, Gibson E, Searmaster M., McClugage S, Sedlamyr J, Sarphie TG, Pelias M, and Swartz WJ. *Production of instructional videos to use in anatomical dissection courses.* Poster presented at Experimental Biology meeting, New Orleans, LA, April, 2009.

Wayne Vedeckis, PhD, *Master Teacher*
Biochemistry and Molecular Biology, School of Medicine
- *2009 Allen A. Copping Award for Excellence in Teaching for Basic Sciences*, LSUHSC-NO School of Medicine.
- Vedeckis W. *Strategies to Improve Test Question Writing: A Teaching Excellence Workshop*, LSUHSC-NO Academy for the Advancement of Educational Scholarship, September 2009.

Michele Zitzmann, MHS, MT(ASCP), CLS(NCA), *Master Teacher*
Clinical Laboratory Sciences, School of Allied Health Professions
- *Shortages in the Medical Technology/CLS Profession & Current Status of Training Programs*, Presentation to the Hammond MT Society/ North Oaks Health System, Southeastern Louisiana University, February 10, 2009

Three Academy Members to gain MERC Certification

Mark your calendars! Upcoming MERC workshops are targeted for the following dates: January 21, March 18, and May 20.

All workshops will be held from 1:30—4:30 p.m. and are free to Academy members.

The Medical Education Research Certificate (MERC) program was created by the Research in Medical Education section of the Association of American Medical Colleges (AAMC) as a national workshop-based curriculum that is taught by experienced medical education researchers from a variety of institutions. The program is intended to provide foundational knowledge and skills for using medical education research literature and participating and collaborating with others in conducting medical education research. Alone, the MERC program is not intended to produce independent medical education researchers. Faculty members who complete six of the MERC workshops are eligible for the certificate. In 2008, LSUHSC-NO was among the first three academic health institutions to offer the MERC program as a campus-based program and the first to do so for faculty members from across the health professions schools. For more information, go to http://www.aamc.org/members/gea/merc/start.htm.

At LSUHSC-NO, the MERC program is funded by the Academy for its members. Academy members may sponsor interested faculty members who have not yet applied for membership in the Academy for up to two workshops and these can be applied in the future toward achievement of the certificate.

The first series of MERC workshops is being completed now. Three Academy members have completed the MERC requirements and will be added to the list of graduates at the AAMC. They will be recognized for their achievement at the 2009 Academy Induction and Recognition Ceremony on October 9. Please join us in congratulating the following Academy members on their achievements:

- Kathryn Kerdollf, MLIS, AHIP (Library, Medicine), Academy Master Teacher

- T. Kirk Nelson, MPT, PhD(c) (Physical Therapy, Allied Health Professions), Academy Fellow

- John T. Paige, MD (Surgery, Medicine), Academy Master Teacher

Planning is underway for the offering the next series of MERC workshops and the following dates are targeted for the remainder of the 2009-2010 academic year: January 21, March 18, and May 20. Academy members and individuals who will be seeking membership in the Academy should save the dates on your calendars. Workshops will be 1:30 – 4:30 p.m. on the designated dates.

Academy Updates

This past summer, the Academy Executive Council took another step toward restoring the organizational infrastructure of the original Academy design. An Academy Advisory Group (AAG) was restored for the School of Medicine and a second AAG was established to represent all of the other professional schools (i.e., AAG-Combined). As Academy membership in each of these schools reaches a size to support its own AAG, one will be created. AAGs serve a critical liaison function between its school and the Academy. AAG members are resources within their respective schools to encourage Academy membership and participation. AAGs also facilitate complementarity between Academy faculty development activities and those conducted within the specific school. The AAGs conduct the initial peer review for Academy membership and members' annual update reports. AAG members provide advice to the Academy leadership through their Chairs, who also serve as members of the Academy Executive Council. The membership of each new AAG and the current Academy Executive Council is shown to the right.

AAG-Medicine: Wayne Vedeckis – Chair (Biochemistry and Molecular Biology), Marie Acierno (Opthalmology, EKL campus), Richard DiCarlo (Internal Medicine), Jeffrey Hobden (Microbiology, Immunology, and Parasitology), Kathryn Kerdolff (Library), Robin McGoey (Pathology), Mark Townsend (Psychiatry), Maria Weimer (Neurology, Children's campus), Sheila Chauvin (Director, Academy and OMERAD)

AAG-Combined: Erin Dugan - Chair (Allied Health Professions), Sylvia Davis (Allied Health Professions), Deborah Garbee and Gloria Giarrantano (Nursing), Daniel Harrington (Public Health), Chet Smith (Dentistry), Sheila Chauvin (Director, Academy and OMERAD)

Academy Executive Council: Robin English - Chair (Medicine), T. Kirk Nelson – Co-Chair (Allied Health Professions), Jane Sumner and Deborah Garbee (Nursing), Tom Lallier (Dentistry), Donald Mercante (Public Health), Wayne Vedeckis (AAG-Medicine Chair), Erin Dugan (AAG-Combined Schools Chair), Sheila W. Chauvin (Director, Academy and OMERAD), Jack Scott and Kelly Nestor (OMERAD)

Academy Teams Reorganize

For example, the Faculty Development and Scholarship team is working on a new model for offering faculty development workshops and long-term planning for the Spring Symposium and Fall Academy Week events, including expansion of the new Educational Scholarship Day. While the Membership and Advocacy team is still in the process of restructuring, team members have already started exploring ways in which membership can be strengthen and the Academy can serve as an advocate for excellence in teaching and learning. The Communications Team is hard a work with the Academy Bulletin, plans for an Academy blog, and several information sharing strategies. In addition, the Academy website will undergo significant changes in the upcoming months. Finally, the EEG review panel is gearing up for the next round of proposals and some improvements for both submitting and reviewing proposals. New developments and opportunities will be communicated to Academy members and the LSUHSC-NO faculty community as they become available. If you haven't done so already, please bookmark the Academy website and check it often. In addition, if you are not already on the mailing list and would like to be included, just send an email with your request to omerad@lsuhsc.edu.
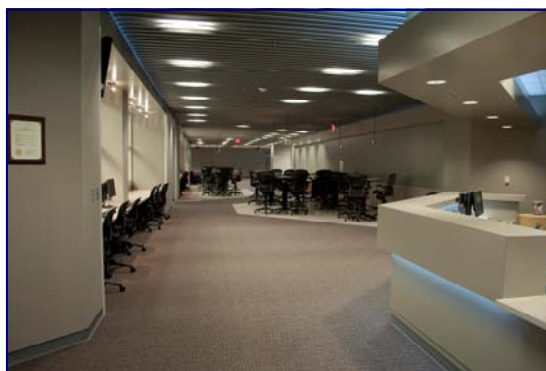
The OMERAD has a new home in the new, re-dedicated Isidore Cohn, Jr. Learning Center located on the sixth floor of the LSU-Lions building. Please visit the center and stop by our new space in Suite 657.

Collaboration Corner

Kirk Nelson is seeking colleagues who are interested in using case-based teaching and collaborating on a scholarship project in this area (e.g., developing cases, teaching with cases, assessing the effectiveness of this method). Kirk will be leading a Teaching Excellence faculty development workshop on November 11 to introduce interested faculty to this teaching method. Contact Kirk at tnelso2@lsuhsc.edu.

Looking for collaborators for a project involving educational scholarship? Send your submissions to mknapp@lsuhsc.edu for inclusion in the next Academy Bulletin.

Opportunity Calls: Academy Membership, Annual Reports, Mentoring, Faculty Development, Educational Enhancement Grants

Membership Applications:

Faculty members affiliated with LSUHSC-NO for at least two years and interested in applying for membership may now submit application portfolios at any time during the year. 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.

Members' Annual Reports:

Academy members who have not submitted their annual reports should do so as soon as possible. The peer review of annual reports received to date is in progress. In addition to maintaining active membership, members receive annual peer review and feedback regarding their achievements and plans for teaching and educational scholarship and participation in the Academy. Such feedback can be particularly helpful in achieving one's goals and compiling and presenting effective evidence of excellence and scholarship in teaching and education activities that are important to career advancement. Finally, the annual reports provide important member input for planning future goals and activities of the Academy. Details about annual reports are available on the Academy website. Members' questions and requests for assistance can be sent to omerad@lsuhsc.edu.

Faculty Mentoring

An important component of the Academy is to facilitate effective mentoring relationships in teaching and educational scholarship. A number of Academy members have expressed interest in seeking mentors and serving as mentors to others who are interested in teaching and education. The Academy is one venue in which mentors and protégés can connect and take advantage of resources that support developing mentoring relationships. Interested faculty members are encouraged to call or email Dr. Sheila Chauvin (504-568-2140 or omerad@lsuhsc.edu) for more information and to discuss interests and needs.

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. Please check the Academy website regularly and watch for announcements via email and the digital signs across campus. Suggestions for future workshop topics and activities are welcome and may be sent to

omerad@lsuhsc.edu.

Educational Enhancement Grants – Upcoming Calls for Proposals

A mid-year Call for Proposals for EEG professional development travel awards is anticipated for November. The next Call for Proposals for all grant categories will be issued in early 2010. Categories for proposals include the following: 1) educational innovations and enhancements, 2) faculty mentoring, 3) faculty study groups, and 4) professional development travel. For more details, please go to the Academy website at

http://www.medschool.lsuhsc.edu/medical_education/omerad-academy.asp

Office of Medical Education Research and Development
Isidore Cohn, Jr. Learning Center, Suite 657
LSU-Lions Building
School of Medicine
New Orleans, LA 70112

OMERAD

Achieving new visions of excellence through creativity, collaboration, and scholarship.

Phone: 504-568-2140
Fax: 504-599-1453
omerad@lsuhsc.edu

The Academy for the Advancement of Educational Scholarship is a health sciences center-wide program of the Chancellor's Office. Established in 2004 as an inter-professional community of scholars, the mission of the Academy is to nurture and recognize excellence and scholarship in teaching and education. 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, 63 faculty members from across the professional schools at LSUHSC-New Orleans have been inducted into the Academy. Membership is based on rigorous peer review of a portfolio-based application. Members also receive annual peer review and feedback on their participation and achievements in teaching, education, and the Academy. The Academy provides faculty development 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 .

The Academy — We're on the web!
http://www.medschool.lsuhsc.edu/medical_education/omerad-academy.asp

Academy Bulletin is produced by:
Sheila Chauvin, OMERAD
Kelly Nester, OMERAD
and the
Academy Communication Team
Maureen "Molly" Knapp, Chair
Kathy Kerdolff, Co-Chair
Guido DeJesus
Amy Gutierrez
Chih-yang Hu
Kris Kaliebe
T. Kirk Nelson

Academy members work in teams to plan, learn, and advance excellence and scholarship in teaching and education.