



Academy Bulletin

Upcoming events

4/15-17/10

AAMC Southern Group on Educational Affairs Meeting, Oklahoma City, OK

4/28/10

Academy Spring Symposium

5/11/10

Funding Your Teaching and Education Projects, Children's Hospital, New Orleans, LA

6/8/10

Educational Scholarship: Strategies for Writing, Children's Hospital, New Orleans, LA

7/10-13/10

International Association of Medical Science Educators (IAMSE) Conference, New Orleans, LA

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From the Director. . . .



Sheila W. Chauvin, PhD, MEd

April 28 is right around the corner, when we will hold the second annual Academy Spring Symposium. The 2010 Spring program reflects a new and expanded format that includes faculty development workshops targeting topics of high interest and lots of opportunities for networking and meeting new people who share a passion for teaching and education. If you haven't done so already, please be sure to mark your calendar and join Academy members and colleagues for this annual event. All LSUHSC faculty members are encouraged to participate in the faculty development workshops, luncheon buffet, and noon plenary presentation by Dr. James Zoller from the Medical University of South Carolina, on inter-professional education. Please take a few minutes to read the program details on pages 8 and 9 and start thinking now about which of the morning workshops you want to attend. In the afternoon, Academy members will participate in their Spring business meeting and examine in greater depth the practical aspects of inter-professional education during a workshop led by Dr. Zoller.

Be sure to check out the Member Updates column, where Academy members' scholarly activities and recent accomplishments have been summarized. Also included in this issue, Dr. Bonnie Desselle, Academy Teaching Scholar, reflects on her experiences in the Academy's two-year Docere Fellowship in Health Professions Education. Dr. Desselle's

educational scholarship project is targeting the effectiveness of a faculty development initiative for enhancing resident core lectures through the use of cases and active learning strategies.

On pages 4 and 5, project teams report progress and achievements in their 2009-10 Academy Educational Enhancement Grants. I am thrilled to report that the EEG program will continue for 2010-11, with funding support from the Chancellor's Office and the School of Medicine Dean's Office. Many thanks to Drs. Hollier and Nelson. Please be sure read in this issue the updated news regarding the EEG program. The Call for Proposals will be released soon. If you haven't done so already, start thinking about proposal ideas.

Since the last issue of the Bulletin, we want to welcome Dr. Christine Butts as the Academy's newest member. Dr. Butts is an Assistant Professor in the School of Medicine who was recently accepted into the Academy as a Fellow. Remember, application portfolios may be submitted at any time during the year and they are reviewed on a quarterly basis beginning the 15th of March, June, September, and December. Additional refinements on the application portfolio and guidance materials have been underway recently to facilitate increased ease and efficiency in completing the necessary documentation. The new format will be released in the very near future. As has been offered regularly, faculty development workshops and individual and small group consultations will be available to assist interested faculty members.

In closing, I want to recognize Dr. Jack Scott for his efforts in the OMERAD. Jack retired March 5 and has returned to his family home in sunny California. We wish him well, especially in his many new pursuits. At this time, the Academy Program Specialist vacancy since Dr. Chris Flug's departure in 2006, and now, the vacant OMERAD faculty position from Dr. Scott's retirement cannot be filled. We look forward to a time when we can fill these positions. In the meantime, we will continue to plan carefully and deliver effectively the support and activities that are most important to effective faculty development and achievement of excellence and scholarship in teaching and education. As always, please send us your comments, ideas, and questions to omerad@lsuhsc.edu. We welcome your involvement and your input is important to future planning and success.

Enjoy this issue of the Academy Bulletin and I look forward to seeing you on April 28!

Dr. James Zoller: 2010 Spring Symposium Invited Presenter

Dr. James Zoller will be presenting the Spring Symposium noon plenary presentation titled, *Inter-professional Education in Health Professions: A National View and a Local Experience*. Dr. Zoller will share results of a national study of the status of inter-professional education the health professions. He will also describe the early efforts at the Medical University of South Carolina to implement campus-wide an inter-professional education curriculum and learning experiences.

Dr. Zoller has worked closely with Dr. Amy Blue, MUSC Assistant Provost, to design and implement a bold, campus-wide initiative in inter-professional education. Dr. Zoller has been particularly engaged in the evaluation of inter-professional education outcomes and program effectiveness. He will share the results of these efforts and the lessons they have learned about what has worked and not. He will also work in greater depth with Academy



James Zoller, Ph. D.

members during an afternoon workshop on inter-professional education, using hands-on application and interactive discussion targeting issues and strategies for getting started.

Dr. Zoller is the Director of the Division of Healthcare Leadership and the Interim Chair of the Department of Health Administration and Policy in which he also directs the Doctor of Health Administration degree program and the department's survey research unit. Prior to joining MUSC in 1994, Dr. Zoller enjoyed a 15-year career in hospital administration, during which he served as Chief Executive Officer of a large, diversified health care organization for nearly 10 years.

A respiratory therapist by training, Dr. Zoller also obtained a Masters in Hospital Administration (1977) from the Virginia Commonwealth University/Medical College of Virginia and a Ph. D. in Biometry and Epidemiology (1998) from the Medical University of South Carolina. He continues to teach regularly in health administration, research methods, biostatistics, and epidemiology. Dr. Zoller has an impressive record of scholarly

publications, presentations, and contributions that in recent years have reflected a stronger emphasis on excellence and scholarship in teaching and education, specifically with regarding to inter-professional education.

Please join me on April 28 to welcome Dr. Zoller to LSUHSC and to learn more about how inter-professional education is influencing the preparation of future healthcare professionals.



Dr. Patricia O'Sullivan presents the plenary session on critical thinking at the Academy Fall Symposium in October 2009.

Spring Symposium Program at a glance

8:00 – 8:30 a.m.	Registration & Breakfast
8:30 – 10:00 a.m.	Concurrent Workshops
10:15 – 11:45 a.m.	Concurrent Workshops
11:45 a.m. – 12:15 p.m.	Lunch
12:15 – 1:15 p.m.	Plenary Session with Dr. James Zoller
1:15 – 2:00 p.m.	Academy Members' Business Meeting
2:00 – 4:00 p.m.	Academy Members' Workshop with Dr. James Zoller

Full descriptions and room locations on page 8 and 9

Dr. Bonnie Desselle: Reflections on the Docere Fellowship



Dr. Bonnie Desselle,
Teaching Scholar

Dr. Bonnie Desselle is an Associate Professor in the Department of Pediatrics, School of Medicine. She is the Director of the Pediatrics

Residency program and a founding Teaching Scholar in the Academy. Dr. Desselle applied to the two-year Docere fellowship program when it was initiated by the Academy in 2009. While the program was designed to accommodate up to 12 participants, Dr. Desselle is currently the only Academy member enrolled in this experience. The program targets formal sessions and informal interactions and mentoring in the following areas: teaching, learning and assessment; educational leadership; educational research; and educational scholarship. She began her fellowship in January 2009 and the curriculum was modified to accommodate an individualized, mentored approach. Recently, Dr. Desselle paused to reflect on her experiences and respond to following questions:

When you applied for the Docere program, what did you hope to gain from the experience?

Over the last several years, I

have developed new components of the curriculum, but without the means of assessing their effectiveness. My goal in participating in this fellowship was to learn how to approach the development of a new curriculum in a more formal and scholarly manner.

Describe your fellowship scholarly project. What have been valuable experiences and outcomes?

My fellowship project is aimed at improving our residency program's didactic sessions. I developed a faculty development workshop aimed at improving these lectures by creating an active learning environment using interactive teaching techniques. The goal of interactive lectures is to enhance the thinking skills of residents. Using trained observers, we have completed assessments of pre-intervention lectures (i.e., baseline). We will also observe and assess lectures after implementing the faculty development intervention. Currently, I am in the intervention phase of the project. I have conducted two workshops so far and they have been received well by the faculty.

Thus far, what are examples of significant learning or insights gained from the fellowship experiences?

Probably the most important thing that I have learned is that measuring the effectiveness of a curriculum can be quite a challenge.

While one might innately believe that an educational endeavor is obviously beneficial to learners, proving it is a different story.

What has been most beneficial from your involvement in the fellowship thus far?

There are many benefits, such as the MERC workshops [AAMC-RIME Medical Education Research Certificate program] that have enlightened me about the many aspects of educational research that I was unaware. The most beneficial part is the comprehensive assistance of Dr. Chauvin in walking me through all of the steps of this project (e.g., writing the research protocol, IRB process, working with a statistician, etc.).

Any surprises so far?

Proving that an educational intervention is effective has been challenging. Trying to develop a tool to measure "thinking" and the degree of interaction [during lectures] took some time.

Have there been challenges and how have you overcome or coped with them?

I recruited the assistance of a few colleagues in the department to be observers. With their help and after many trials, we developed a tool to assess "thinking" during the lectures. They have been a great help in providing feedback and assistance while developing

the tool.

What suggestions or recommendations would you offer to others about the Academy or the Docere fellowship?

I would strongly recommend anyone who is planning a new educational program and wishes to evaluate its effectiveness in a scholarly manner to apply. The vast resources [of the Academy, the Docere program, and the OMERAD] will assist you in making it not only a success, but also a means to prove its effectiveness.

2009 Educational Scholarship Day



Academy Fellow Jeffrey Hobden (left) and Master Teacher John Paige discuss projects.



Kirk Nelson (right), Fellow, describes his poster to Wayne Vedeckis, Master Teacher.

2009-2010 Educational Enhancement Grants Update

Doctoral Colloquia for Doctor of Nursing and Doctor of Physical Therapy Students

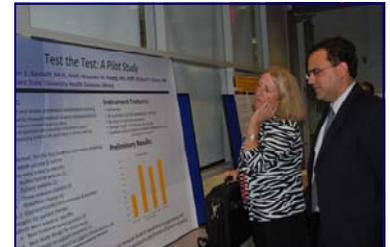
Deborah D. Garbee (PI), Jane Eason, Yvonne Sterling, Penny Kroll, Marsha Bennett, T. Kirk Nelson.

- The Doctoral Colloquia is an interdisciplinary intensive two-day educational program at the start of the spring and summer semesters for students pursuing the DNS and DPT degrees at LSUHSC-NO.
- The aims of the study are to improve doctoral student research and evidence-based practice skills, improve understanding of scholarship and scholarly approach, enhance scholarly writing skills, and understanding of the dissertation/capstone process.
- The project serves to socialize doctoral students into the role of scholar and promote a community of interdisciplinary scholars prepared to move the respective specialties forward.
- The first Doctoral Colloquia was held January 11th and 12th of 2010 in the Department of Physical Therapy. There were 15 student participants and 16 faculty in attendance. Dianne V. Jewell PT, DPT, PhD, CCS from Virginia Commonwealth University, Department of Physical Therapy was the Visiting Scholar on January 11th. Additional speakers include Yvonne M. Sterling RN, PhD, T. Kirk Nelson MPT, ACCE, Demetrius J. Porche DNS, PhD, APRN, FAANP, FAAN, Dianna Douglas DNS, RN, CNS, Scott Embley LCSW, Susan Steele-Moses DNS, APRN, CNS, AOCN, and Marsha Bennett DNS, APRN, ACRN.
- Data analysis is in progress.
- The second Doctoral Colloquia is scheduled for May 10th and 11th.

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

Deborah D. Garbee (PI), John T. Paige (PI), Laura Bonanno, Valeriy Kozmenko, T. Kirk Nelson, Kendra Barrier, Jean Cefalu, Lyubov Kozmenko

- The goals of the study are to expose students to the concepts of communication, collaboration, and teamwork and ultimately demonstrate the feasibility of incorporating crisis resource management and interdisciplinary education into nursing, medicine, and physical therapy curricula in an ICU setting.
- A total of 35 participants from four programs at the health sciences center participated in the study in Fall 2009; Spring simulations began March 23rd.
- Data analysis from the Fall simulations are in progress.



Kathy Kerdloff, Master Teacher, discusses results of her team's 2008-2009 EEG project with Hernan Bazan during the Academy Educational Scholarship Day held during the Fall Symposium in October 2009.

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.



Teaching Scholar Rodney Hoxsey (Obstetrics and Gynecology, School of Medicine) presents a model for engaging residents in educational research during the 2009 Educational Scholarship Day.

2009-2010 Educational Enhancement Grants Updates

Undergraduate and Graduate Preceptor Workshop

Judith Gentry (PI), Laura Bonanno, Rose Schaubhut, Marjorie Geisz-Everson

- Fall of 2009, laid the groundwork for this grant, which will provide continuing education for staff nurses to precept undergraduate and graduate nursing students.
- Grant members researched and selected a tool for evaluation of the teaching method for the workshop, as well as established the cost of Continuing Education Units for program participants.
- A survey of local and in-state hospitals was conducted to determine interest in the workshop and identify sites for face-to-face and distance learning classes.
- The preceptor grant just received IRB approval, and classes will move forward later this year.

White Blood Cell Differential Trainer

Patsy Jarreau (PI) Angela Foley, Michele Zitzmann, Daniel Haun

- This project is targeting the expansion and evaluation of a video tool that teaches identification of white blood cells for differential blood counts. This tool is structured so that a student advances in case complexity as competency increases.
- Dan Haun has joined the project team and contributed substantially to building the library of movies for use in the tool.
- An evaluation tool has been created and is being piloted and refined.
- The project team recently recruited content experts at a national conference who will participate in a content review panel to review and rate difficulty of movies used in the we-based WBC differential trainer.



Left to right: Master Teachers Donald Mercante and James Thompson share ideas during the 2009 Academy Fall Symposium.



Academy members Marie Acierno, Fellow, (seated left) and Charles Hilton, Teaching Scholar, catch up with each other about graduate medical education in Baton Rouge programs during the 2009 Fall Symposium.

Member Updates

We ask Academy members to share their recent endeavors and scholarly accomplishments. Here's what we received. These and other Academy member activities reflect scholarly contributions and educational leadership at local, regional, national, and international levels.

Congratulations to all!



Left to right: Pediatrics faculty members Maria Weimer (Fellow) and Robin English (Teaching Scholar and Chair of the Academy Executive Council), share a funny moment during the Fall Academy Member workshop led by Dr. Patricia O'Sullivan

Marie Acierno, MD, Fellow

Ophthalmology, School of Medicine

- Selected to attend the AAMC Mid Career Women in Medicine: Faculty Professional Development Seminar in December 2009.
- Appointed as the Vice Chair for the CME committee for the North American Neuro-Ophthalmology Society
- Presented at the American Academy of Ophthalmology Neuro-Ophthalmology Sub-specialty day in San Francisco, CA October 2009 on Ocular Ischemic Syndrome
- Appointed as a member of the American Academy of Ophthalmology Practicing Ophthalmologist Curriculum committee to work on the educational curriculum for maintenance of certification.

James Diaz, MD, MPH, PhD, Teaching Scholar

Environmental and Occupational Health Sciences, School of Public Health

- Chair, Advisory Panel for Grant Reviews, National Research Council of the National Academies, Transportation Research Board, Washington, D.C., 2009-2010
- Scientific Manuscript Reviewer, *American Journal of Epidemiology*, 2010-
- Authored several book chapters in Mandell GL, Bennett JE, Dolin R, Eds. *Principles and Practice of Infectious Diseases*, Seventh Edition, Elsevier, Philadelphia, 2009 and Nriagu J, Ed. *Encyclopedia of Environmental Health*, Elsevier Ltd., Oxford, 2009. In press.
- Upcoming publications
 - Hymel BJ, Labrie-Brown CV, **Diaz JH**, Kaye AD: Novel influenza A (H1N1) infection in late pregnancy: Report of a case. *The Ochsner Journal*. Accepted for publication November 24, 2009.
 - Luderer U, Hieb M, Diaz J, Baker B: American College of Occupational and Environmental Medicine Reproductive and Developmental Hazard Guidelines. *Journal of Occupational and Environmental Medicine*. Accepted for publication January 24, 2010.

Robin English, MD, Teaching Scholar

Pediatrics, School of Medicine

- Tewksbury L, **English R**, Christy C, Gigante J, Spoto-Cannons A, Talib N, et al. *Scholarship of Application: When Service is Scholarship - A Workshop for Medical Educators*. MedEdPORTAL; 2009. Available from: <http://services.aamc.org/30/mededportal/servlet/segment/mededportal/?subid=7734>. Recognized for excellence as a featured publication on the front page of MedEdPORTAL.

Judith A. Gentry, APRN MSN OCN CNE, Fellow

Clinical Nursing, School of Nursing

- Accepted for publication in 2010 in *The Journal of Continuing Education in Nursing* as a CNE article awarding 2.3 contact hours:
- "Nursing Preceptor Workshops: Partnership and Collaboration Between Academia and Practice." Authors: Judith A. Gentry APRN, MSN, OCN, CNE and Rose M. Schaubhut, RN, MPH.

08-09 Educational Enhancement Grants Update

Assessment Tool to Measure Medical Students' Competencies in Information Retrieval and Application Skills in Clinical Practice

Kathryn E. Kerdolff, MLIS, AHIP, Richard DiCarlo, MD, and Maureen Knapp, MA, AHIP

- The group was selected for a poster presentation at the 2010 Regional Conference of the Southern Group on Educational Affairs, "Reliability and Validity of a Competency Test to Measure Information Retrieval and Evidence Based Practice Skills of Second Year Medical Students."

High Fidelity Simulation-Based Inter-professional Operating Room Team Training for Medical, Nurse Anesthesia, and Undergraduate Nursing Students.

John Paige MD, Deborah Garbee PhD, APRN, BC, Val Kozmenko MD, Lyubov Kozmenko BSN, Laura Bonanno DNP, CRNA, and William Swartz MD. 08-09 EEG Grant.

- An abstract for the project was published in the December 2010 issue of *Simulation in Healthcare* 4(4) p. 310.
- The group was selected for a poster presentation at the 10th Annual International Meeting on Simulation in Healthcare, January 23-27, 2010 in Phoenix, Arizona.



The 2008-09 Academy EEG project team has expanded to now include teamwork training for nursing, nurse anesthesia, and medical, physical therapy faculty and students. (Paige J, Garbee D, Kozmenko V, Kozmenko L, Bonnano L, and Swartz W).

The OMERAD serves as the administrative base for the health sciences-center wide Academy.

Collaboration Corner

Kirk Nelson is forming a collaborative group of faculty members who are interested in case-based teaching and learning. Come to the workshop on April 28th to learn more about this teaching approach or contact Kirk directly for more information (tnelso@lsuhsc.edu).

Want to explore how simulation methods might enhance learning? Contact Teaching Scholar **Charles Hilton** (chilto@lsuhsc.edu) or Academy Director, **Sheila Chauvin** (schauv@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. Want to discuss ideas for collaborative projects and how to get a group started, contact Sheila Chauvin at schauv@lsuhsc.edu.



Master Teachers Gloria Giarantanno (right) and Paula Gregory (center) share the results of their EEG faculty mentoring project with Teaching Scholar Jane Sumner (left) during the 2009 Academy Educational Scholarship Day. Dr. Gregory (Genetics, School of Medicine) and Dr. Giarantanno (School of Nursing) collaborated to create an educational website for a genetics course in the School of Nursing curriculum.

2010 Spring Symposium

Wednesday, April 28, 8:30 a.m. – 4:00 p.m.

Isidore Cohn, Jr. Learning Center (6th floor) and the Center for Advanced Practice (5th floor), LSU-Lions Building

For all LSUHSC Faculty

Time	Program	Location
8:00 – 8:30 a.m.	Registration <i>Continental Breakfast Buffet</i>	Lounge Area (6 th Floor)
Concurrent Workshops – Round 1		
8:30 – 10:00 a.m.	Active Learning for Lectures and Large Groups Facilitated by: <i>James Thompson, Wayne Vedeckis, Jeffrey Hobden (Medicine)</i> Getting and keeping learners' attention is essential to achieving active participation. Participants will critically analyze presentation style from a learner perspective and identify techniques they can use to enhance student attention, learning, and thinking. Discussion and hands-on application of audience response systems (i.e., "clickers") will identify ways this technology can be used to enhance student learning and feedback. Participants are encouraged to attend with at least one of their lectures or lecture series to which they can apply this workshop.	Lecture Room (6 th Floor)
8:30 – 10:00 a.m.	Writing Teaching/Education Presentation Abstracts and Proposals Facilitated by <i>Jane Sumner (Nursing)</i> Participants are encouraged to identify a specific teaching/educational scholarship project for which they want to draft a presentation proposal. First, participants will use example abstracts and peer review to identify characteristics of successful and unsuccessful proposals. Second, using the <i>Academy Educational Scholarship Day Call for Proposals</i> , participants will select a presentation format for their scholarship project, draft and refine a proposal. Finally, a debriefing discussion will explore how to apply strategies to other forms of professional writing.	CAP Classroom (5 th Floor)
10:00 – 10:15 a.m.	BREAK	Lounge Area (6 th Floor)
Concurrent Workshops – Round 2		
10:15 – 11:45 a.m.	Case-Based Teaching and Learning Facilitated by <i>Kirk Nelson and Sylvia Davis (Allied Health Professions)</i> Through interactive discussion, participants will consider multiple aspects of designing and using case-based teaching and learning in their own educational settings. Participants will create their own initial plan for a basic, objectives-based case. By the end of the workshop, participants will leave with a clear idea of case-based teaching and learning, how it differs from simply using cases with learners, how they might incorporate this method into their own teaching and learning practices, and some practical tips on how to get started.	CAP Classroom (5 th Floor)
10:15 – 11:45 a.m.	Funding your Scholarly Work in Teaching and Education Panel Discussion Panelists: <i>Deborah Garbee (Nursing), Paula Gregory (Medicine), Leslie Pejic (Nursing) and Jaimee Carreras (LSU Foundation)</i> . Moderated by <i>Sheila W. Chauvin (Medicine, Public Health)</i> Panelists will share experiences, lessons learned, resources, and strategies that are applicable for obtaining internal and external support for teaching and education projects. They will share examples of getting started, building on previous projects, seeking new partners and collaborations, and leveraging internal resources to obtain funding. Procedural and logistical tips will be discussed for identifying, investigating, and developing successful, funded proposals. Individuals are encouraged to bring their project ideas and questions.	Lecture Room (6 th Floor)

Time	Program	Location
11:45 a.m. – 12:15 p.m.	LUNCH BUFFET	Reception Lounge Area (6 th Floor)
12:15 – 1:15 p.m.	<p>Plenary Session Inter-professional Education in Health Professions: A National View and a Local Experience <i>James Zoller, Ph. D., MHA</i> Medical University of South Carolina</p> <p>Calls for fundamental re-design in health professions education are promoting the incorporation of inter-professional learning. What is inter-professional education and how does it differ from inter-disciplinary and multi-disciplinary experiences? To what extent is inter-professional education taking hold in curricula across the United States? How does one design and implement inter-professional education experiences? What are the benefits and challenges and how do we know if it is effective? Dr. James Zoller will begin to answer these questions by presenting the results of a national study of inter-professional education in the health professions that he and colleagues completed. He will also provide an overview of the efforts and outcomes of incorporating inter-professional education at the Medical University of South Carolina and some of the early lessons that he and his colleagues at MUSC have learned.</p>	Lecture Room (6 th Floor)
1:15 – 2:00 p.m.	<p>Academy Business Meeting Convener: <i>Robin English, Chair, Academy Executive Council</i> <i>Academy Members Only</i></p>	Lecture Room (6 th Floor)
2:00 – 4:00 p.m.	<p>Academy Member Symposium Workshop on Inter-professional Education Facilitated by <i>James Zoller, Ph. D., MHA</i> <i>Academy Members Only</i></p> <p>Academy members will engage with Dr. Zoller and each other to explore in greater depth the essential elements and practical aspects of inter-professional education. Hands-on applications and interactive activities will be used to address elements of design, implementation, and evaluation of an inter-professional education initiative. Participants will also explore the organizational features and faculty and learner considerations that are critical to successful implementation.</p>	Lecture Room (6 th Floor)

Advanced registration appreciated to plan effectively for materials and lunch.

To register, please email omerad@lsuhsc.edu by April 23, 2010.

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 you on April 28.

New Developments and Changes in the Academy

All aspects of the Academy are continuously monitored and assessed for ways to improve effectiveness, efficiency, and responsiveness to faculty development and Academy members' needs and interests. Here is a preview of upcoming improvements and operational changes.

Academy website

The Academy website will undergo a major redesign to increase visibility and make access to OMERAD and Academy information easier for all. We will be working with computer and network services, the Faculty Development and Scholarship Team, the Communications Team, and Academy members to explore new resources and features for the improved website. We hope to have major components complete by the beginning of the new academic year (July 2010).

Enhanced Portfolio Format

Developing and maintaining an Educator Portfolio is a scholarly undertaking in itself, whether for applying for membership in the Academy, preparing documents for career advancement, or other professional development purposes. Considerable work has been done on further enhancing the Academy member application portfolio, both in terms of the format and the guide for completing the portfolio. Improvements will facilitate both preparing and reviewing application portfolios. A template format has been undergoing review and testing that provides considerably more guidance and suggestions. In addition, a separate guide that includes directions and suggestions will also be available. The new template should make it much easier to complete a portfolio, update it regularly and use it to complement evaluation and advancement documents that

may be required within faculty members' schools. To date, several groups of faculty members have reviewed and provided feedback and responses have been overwhelmingly positive. Once released, workshops and consultations will be provided to facilitate the transition. In the meantime, faculty members should continue to use the current forms for completing an application portfolio.

Educational Enhancement Grants

The 2010-2011 Call for Proposals will be released soon. Improvements are being made in the format and instructions that will include templates to make proposal preparation and review more effective and efficient. Please consider submitting a project proposal for the 2010-2011 awards.

New Faculty Development Workshops

Beginning with the upcoming Spring Symposium, the Faculty Development and Scholarship Team will be offering four faculty development workshops each year. Workshops will target expressed needs and interests of both Academy members and the LSUHSC faculty members at large. The workshops will be offered as concurrent sessions at both the Spring and Fall Academy Symposia. In this way, interested faculty members can complete all four workshops each year.

Joining with other colleagues to develop and implement workshops is an excellent way to delve deeply into a shared teaching and education approach or innovation. Offer high quality faculty development experiences, and produce scholarship in teaching and education.

School of Medicine shines during LCME Visit

In November 2009, the School of Medicine underwent its LCME (Liaison Committee on Medical Education) re-accreditation site visit. Preparations for the site visit were extensive and involved over 150 faculty, residents, students, and alumni contributing to the effort over an 18 month period. The OMERAD and the LSUHSC Academy were identified as institutional strengths. The site visit team consisted of five experts in medical education from

around the country, including Dr. Dan Hunt who is currently the LCME Secretary from the AAMC. At the conclusion of a three-day site visit, the site visit team was impressed with the educational program, the faculty, and the students. Their report was very favorable and the school was re-accredited for 8 years, the maximum duration awarded by the LCME.

Richard DiCarlo, MD
Academy Teaching Scholar



Dr. Steve Nelson, Dean of the School of Medicine, and Dr. Joseph Moerschbaeher, Vice Chancellor of Academic Affairs and Dean of Graduate Studies enjoy the moment during the 2009 Fall Symposium and Academy Induction Ceremony.

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

Welcome New Academy Members:

Two new members were inducted into the Academy at the Fall ceremony: Andrea Hauser, MD, Fellow (Pediatrics, School of Medicine) and Qingzhao Hu, PhD, Fellow (Biostatistics, School of Public Health). Most recently, Christine Butts, MD (Emergency Medicine, School of Medicine) was accepted into the Academy as a Fellow. Feedback from peer reviews and the Academy Executive Council revealed that these newest members of the Academy reflect very strong evidence of significant engagement, commitment, and contributions to excellence and scholarship in teaching and education. Please welcome these newest members. Congratulations!

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. For more information or assistance with developing your Educator Portfolio application, please email omerad@lsuhsc.edu or talk to any Academy member.

Members' Annual Reports:

Academy members must submit a brief update report by their membership anniversary annually, as a condition of maintaining active membership status. In addition, the annual report facilitates keeping one's Educator Portfolio current and provides at least an annual opportunity to review and refocus professional development goals and activities for the upcoming year.

In addition to maintaining active membership, members receive 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 setting and achieving professional development goals and compiling effective evidence of excellence and scholarship in teaching and education activities that is important to career advancement. 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. The Academy is one venue in which mentors and protégés can connect and take advantage of resources that support developing mentoring relationships. Mentoring can reflect one-on-one or small group relationships. Interested faculty members are encouraged to contact Dr. Sheila Chauvin at omerad@lsuhsc.edu for more information and to discuss interests and needs.

Faculty Development

The Fall and Spring Symposium reflect two major or anchor events of the Academy. These are open to all LSUHSC faculty members and Academy members are expected to participate in both of these to maintain active membership status. In addition, the Academy sponsors faculty development workshops and activities at other times during the year. A resource library of published materials is housed in the OMERAD and available to LSUHSC faculty. Faculty development programs and resources target a wide variety of topics in teaching and education, educational research and development, assessment and evaluation, advising and mentoring, educational leadership, and career development. Please check the Academy website regularly and watch for announcements via email and the LCD signage across campus. Plans are underway for the 2010-11 academic year. Suggestions for future workshop topics and activities are welcome and may be sent to omerad@lsuhsc.edu. Also, Academy members are

encouraged to propose ideas and collaborative groups for developing the next set of faculty development workshops that will be offered at the 2011 Spring and Fall Symposia. The Faculty Development and Scholarship Team will be starting to work on these in the very near future, so please consider being part of a workshop presentation group. Again, for more information or to discuss your ideas and suggestions, please contact Dr. Sheila Chauvin (omerad@lsuhsc.edu or 504-568-2140).

Educational Enhancement Grants

Continuation of the Educational Enhancement Grants program for 2010-11 is confirmed and made possible with funding support from the Chancellor's Office and the Office of the Dean in the School of Medicine. Many thanks to Drs. Hollier and Nelson. Once again, project proposals will undergo peer review to determine funding awards. Projects reflecting innovative and sustainable enhancements to teaching, learning, and assessment in health professions education are solicited in the following categories: 1) educational innovations and enhancements, 2) faculty mentoring, 3) faculty study groups, and 4) professional development travel. As in the past, project directors/principal investigators must be Academy members in good standing. Other members of the project team may or may not be Academy members. The 2010-11 request for proposals will be released soon. For more details, please go to the Academy website at http://www.medschool.lsuhs.edu/medical_education/omerad-academy.asp. If you have questions or wish to discuss a proposal idea, please email omerad@lsuhsc.edu.



Faculty and education leaders attend the 2009 Academy Induction Ceremony that followed the Educational Scholarship Day.

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

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The Academy for the Advancement of Educational Scholarship is a health-sciences-center-wide program of the Chancellor's Office established in 2004 to support an inter-professional community of educators and 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 its administrative base. To date, 64 faculty members from the five professional schools at LSUHSC-New Orleans have been inducted into the Academy. Membership is based on peer review of a portfolio-based application. The Academy is led by a health sciences center-wide Academy Executive Council and a Director. Academy Advisory Groups representing the various schools and several Academy Teams support the various programs and activities and provide ongoing input regarding its mission, vision, and goals. The Academy provides faculty development resources to the entire LSUHSC community and special benefits and privileges to its members. Details about the Academy, application for membership, and its programs and benefits are available on the Academy website and by contacting any Academy member or the Academy Director at omerad@lsuhsc.edu.

Stay tuned for improvements on our Academy website!
http://www.medschool.lsuhs.edu/medical_education/omerad-academy.asp

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