

Administration

Your Name: _____

Narrative: Describe your administrative responsibilities and accomplishments. Remember to include the entire scope of your duties as they relate to education, patient care, research, and community service and, if possible, describe how the projects/activities were funded.

Administrative Area 1 (e.g., Clinical Administration)

Your Title: _____

Funding (if applicable): _____

Dates: _____ to _____

Number and Level of Project Personnel You Supervised/Directed:

Faculty: _____

Residents: _____

Staff: _____

Percent of Effort: _____

Your Responsibilities:

Importance: _____

Outcomes (e.g., total number of patients seen/day, month, year): _____

Curriculum Development

Your Name: _____

Narrative: Describe your curriculum development responsibilities and accomplishments, emphasizing the high stakes nature of your work. Then give specific details about curricular innovations you have planned, developed, implemented, evaluated, and disseminated (as per Kern, Thomas, Howard, Bass; 1998) that illustrate scholarly work. Make sure you review materials you've developed and select excellent examples that depict your organizational skills!

Exhibit 1

(Fill-in as many areas as you can!)

Names of Co-Developers: _____

Project Title: _____

Grant Support for the Project: (if present): _____

Target Audience: _____

Goals and Objectives: _____

Project Rationale: _____

Outcomes:

Learners (see handout on Kirkpatrick's Four Levels): _____

The Department/Program: _____

The Institution: _____

Dissemination: _____

Grant Support

James Tysinger, PhD

My grant support involves primary care educational and faculty development activities with the Department of Family and Community Medicine and the Division of General Internal Medicine. I collaborate with faculty in these areas to plan and implement educational innovations that strengthen primary care teaching and research. I provide key information for each grant along with my role in the grant and the grant's goals.

U.S. Department of Health and Human Services, Public Health Service, Faculty Development in Primary Care Grant Program.

Title: The Primary Care Faculty Leadership Fellowship (Type III)

Role in Grant:	Primary Investigator
Total Amount	\$XXX, XXX.00
Annual Amount:	Year 1: \$ XXX, XXX.00 Year 2: \$ XXX, XXX.00 Year 3: \$ XXX, XXX.00
Dates:	1 July 2005 - 30 June 2008

Project Overview and Its Impact on Family Medicine and the Department of Family and Community Medicine: Due to the expansion of Family Medicine programs and the turnover in administrative leadership, there is an urgent national need for academic Family Medicine faculty. With seven university departments and 28 residencies, Texas has an even greater need for faculty with strong leadership and academic skills. This grant implements a one-year, full time faculty leadership fellowship (Type III) to train family physicians desiring to serve as academic faculty in leadership, professional development, teaching, and research skills so that they may assume leadership roles in family practice departments and programs. This Faculty Development Fellowship will allow the faculty in the UTHSCSA's Department of Family and Community Medicine to help prepare future leaders in Family Medicine who will likely serve in the department. Fellows will learn and apply research principles as they conduct research projects with program faculty.

Goals

- To graduate fellows that possess leadership and professional development skills.
- To graduate fellows competent to teach in ambulatory and didactic settings.
- To graduate fellows to serve as scholars in family medicine.

Your Personal Statement

Name: _____

(Prepare a draft of your personal statement on the front and back of this page. Within your personal statement describe how you developed into a teacher of Family Medicine and state your philosophy of teaching and learning. Don't strive for perfection at this stage: Just get something down on paper! If you feel comfortable, share the draft with a colleague in this workshop to obtain some feedback. Remember that this is a draft so avoid perfection at this stage and strive to just get something on paper!)

Professional References

Your Name: _____

Narrative Introduction:

(Explain that you have included professional references from local, regional, national, and (if possible) international references. Ask people (especially any well-known clinicians or researchers) with whom you've worked if they feel comfortable being a reference for you. People who worked with you at your school and are now at another institution make excellent references! Explain that you will provide each reference's name, contact info, and a brief statement describing your relationship with that person.)

Local References

Name & Degree:

Position/Title

Contact Information (include office address, office telephone, and email address!)

Context (includes how long they have known and/or worked with you, their position(s) or role(s), and to what they can attest about you):

Name & Degree:

Contact Information

Context:

Regional References

Name & Degree:

Contact Information

Context:

National References

Name & Degree: (here's space for one. Have at least 3 from different parts of the U.S.)

Contact Information

Context:

International References

Name & Degree: (here's space for one. Have at least 1. If >1, list people from different countries.)

Contact Information

Context:

Students and Residents I have Taught/Mentored

Name & Degree: (Include a diverse set of people)
Contact Information

Context (e.g., your student and/or resident, advisee, protégé):

Name & Degree:
Contact Information

Context:

Teaching

Your Name: _____

Narrative: (Describe how your teaching enhances people and the institution.)

Learners by Level

Level	Audiences
Faculty (teach workshops or one-on-one sessions to these folks?)	✓ if taught this group
Basic Science Faculty	
Clinical Researchers	
Residents (show residents as a whole or separate by year)	
Medical Students (show med students as a whole or by year)	
Graduate Students	
Undergraduate Students	
High School Students	

Teaching Activity by Method

Method	
Lecture	✓ if used this method
Case-based Discussion	
One-on-One	
List other methods you're used, one per line	

Evaluations of Teaching from Participants

Provide data on learner evaluations of your sessions.

List evaluations of teaching by level of learner and method

(Note: Get learner evaluations of teaching in every session you present!)

Lectures

Medical Students

Topic Presented: _____

Audience: _____

Institution, Date: _____

Presenter(s): _____

(In your ratings provide the number of participants and their ratings of your session; insure that the session evaluation provides feedback on your presentation skills and isn't limited to the materials or methods you are using. If you teach one-on-one a lot, record the number of people you teach on a sign-in list. Unless other valued by your institution, avoid student comments because they occupy a lot of space.)

Residents

Topic Presented: _____

Audience: _____

Institution, Date: _____

Presenter(s): _____

Insert Ratings Here

Faculty

Topic Presented: _____

Audience: _____

Institution, Date: _____

Presenter(s): _____

Insert Ratings Here

Small-Group Teaching

Medical Students

Topic Presented: _____

Audience: _____

Institution, Date: _____

Presenter(s): _____

Insert Ratings Here

Residents

Topic Presented: _____
Audience: _____
Institution, Date: _____
Presenter(s): _____

Insert Ratings Here

Faculty

Topic Presented: _____
Audience: _____
Institution, Date: _____
Presenter(s): _____

Insert Ratings Here

Problem-Based Learning

Medical Students

Topic/Course Facilitated: _____
Audience: _____
Institution, Date: _____
Facilitator(s): _____

Insert Ratings Here

Residents

Topic/Course Facilitated: _____
Audience: _____
Institution, Date: _____
Facilitator(s): _____

Insert Ratings Here

Faculty

Topic/Course Facilitated: _____
Audience: _____
Institution, Date: _____
Facilitator(s): _____

Insert Ratings Here

Questions: Answer Now and Upon Your Return Home

1. What standard forms are used/available for evaluating teaching at your site?
Suggestion: Review the available forms and insure that the form you use to get learner feedback matches the method you're using. Insure that the forms provide feedback on your teaching/facilitation skills rather than feedback on student satisfaction with the method, course materials, or course content.
2. Describe how you might collect, analyze, and record learner evaluations of your teaching.
3. How often does your chair/supervisor actually observe you teach/facilitate?
4. What resources for improving your teaching or expanding your range of teaching methods are available online or at your institution?
5. What changes will you make in evaluating your teaching when you return home?

Template for Educational Research Reports

Title of the Paper

(does not need to be perfect – commit a working title to paper)

INTRODUCTION

What is the important educational issue and why is it important?

What have others done? (Brief literature review)

What remains to be done? (Identify gaps in the literature)

What did you do? (Describe gaps you have addressed)

Statement of research questions or project goals and objectives

1.

2.

3.

METHODS

(Again, does not have to be perfect. Write something under most subheadings)

NOTE: Include an IRB statement

Setting and subjects

Study design

Educational Intervention

Evaluation tools (including validation)

Describe statistics

RESULTS

Results are often best presented in a table. Tables should 'stand alone', that is, a reader should understand the contents without needing to reference the text.

Sketch first draft of results table here:

Demographics (if applicable)

Every research question or stated objective should have an associated result.
Insert a result for each question/objective you wrote in the Introduction

1.

2

3

DISCUSSION

Should be fairly brief for "Innovations"

Summarize main findings and their importance and context

Study Limitations

Conclusions: One conclusion for each question and result

1.

2

3

Future Directions