I. Welcome

II. Report from AME Task Force on Faculty Development and Mentoring

III. Report from AME Task Force on Developing a Virtual Center for EBM Education

IV. Report from AME Task Force on Teaching Residents to Teach

V. Report from AME Task Force on Website Development

VI. General Discussion
Faculty Development and Mentoring

This Task Force will examine current faculty development offerings on education, will construct a plan to build a more comprehensive set of activities, and will explore the option to develop a certificate program in medical education. The Task Force will also establish a mentoring program for junior faculty members interested in developing careers as clinician-educators. In addition, this group will develop a system to consult with faculty members who are experiencing an education-related problem (e.g., poor teaching evaluations, poor course evaluations).

Teaching Residents to Teach

This Task Force will catalog existing efforts and develop new resources to help residents learn how to become better teachers. This group will explore the value of developing web-based modules to make important content available electronically for residents.

Develop a Virtual Center for EBM Education

This Task Force will develop an Academy-sponsored, web-based educational EBM resource.

Website Development

This Task Force will update and maintain the Academy of Master Educators webpage.
Steering Committee
Chair: Johnston, Jamie
Members: Lance-Jones, Cynthia
McNeil, Melissa
Rogers, Paul
Zitelli, Basil
Ex-officio Task Force Chairs and Vice Chairs

Teaching Residents to Teach
Chair: Rosenstock, Jason
Vice Chair: Finder, Jonathan
Members: Barksdale, Edward
Buranosky, Raquel
Ferson, Peter
Johnston, Jamie
McIntyre-Seltman, Kathleen
Vaulx-Smith, Petronilla
Zitelli, Basil

Faculty Development and Mentoring
Chairs: Granieri, Rosanne
McNeil, Melissa
Vice Chairs: Humphrey, Allen
Lance-Jones, Cynthia
Members: Apodaca, Gerard
Arnold, Robert
Boninger, Michael
Carlos, Timothy
Cohen, William
DeGroat, Chet
Deloia, Julie
Drain, Peter
Duker, Georgia
Edelstone, Daniel
Elnicki, D. Michael
Fox, Andrea
Garrett, Kevin
Hofkosh, Dena
Kaleida, Phillip
Kreit, John
Mahoney, John
Mangione, Michael
Murray, Sandra
Painter, Thomas
Peitzman, Andrew
Rogers, Paul
Schumann, John
Shaver, James

Develop a Virtual Center for EBM Education
Chair: Rao, Goutham
Vice Chair: McIntire, Sara
Members: Dunmire, Susan
Eibling, David
Kroboth, Frank
McGee, James
McIvor, William
Rosen, Jules
Saladino, Richard
Steinman, Richard
Tisherman, Samuel
Tofovic, Stevan

Website Development
Chair: Mahoney, John
Vice Chair: Johnston, Jamie
Members: Buranosky, Raquel
Elnicki, D. Michael
McGee, James
Rao, Goutham
The Faculty Development and Mentoring Task force has created 2 educational activities for basic science and clinical faculty who are involved in the education of students, house staff and fellows at the University of Pittsburgh School of Medicine. The Faculty Development and Mentoring Seminar Series for Medical Educators, a monthly series focusing on teaching skills, professional development and mentoring for Medical Educators has been in existence since 2008. The AME Educational Consulting Service was launched in 2009.

1. **THE FACULTY DEVELOPMENT SERIES FOR MEDICAL EDUCATORS**

<table>
<thead>
<tr>
<th>TIME:</th>
<th>Last Friday of every month 12:00-1:00 PM</th>
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<tbody>
<tr>
<td>PLACE</td>
<td>Lecture Room 3 Scaife Hall</td>
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<tr>
<td>FACULTY LEADERS:</td>
<td>Rosanne Granieri, MD Missy McNeil, MD</td>
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<tr>
<td>ADMINISTRATIVE SUPPORT</td>
<td>Hollie Ulanowicz</td>
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</tbody>
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### TOPICS

#### 2008

- **What Makes a Good Teacher?** Jamie Johnston, MD
- **Feedback as an Educational Tool** Peggy Hasley, MD
- **Enhancing the Impact and Outcome of Lecturing** Rosanne Granieri, MD of Lecturing
- **Mentoring for Medical Educators** Bob Arnold, MD
- **Use of a E-portfolio** Melissa McNeil, MD
- **Students of the millennial generation** JB McGee, MD
- **Promotion for Medical Educators** Don Yealy, MD
- **Developing and Facilitating PBLs** Allen Humphrey, PhD
- **Assessment of Learners** Michael Elnicki, MD

#### 2009

- **Simulation as an Educational Tool** Bill McIvor, MD
- **Mentoring Students for Research** Mike Bonninger, MD
- **Library Tools to Enhance Teaching Basic Science** Ansuman Chattopadhyay, PhD
- **Library Tools to Enhance Teaching, Clinical** Ahlan Saleh, MLS
- **Teaching High Risk Procedures** Mike Mangione, MD
- **Team Teaching** Paula Monihan, MD
- **Appreciative Inquiry** TBA
- **How to Write your CV** David Macpherson, MD
- **Behavioral Interviewing** Melissa McNeil, MD

#### 2010

- **Scholarly Work I: Workshops** Carla Spagnoletti, MD
- **Scholarly Work II: Med Ed Portal** Gary Tabas, MD
- **Bedside Teaching** TBA
- **Dealing with Students with Disabilities** TBA
- **Teaching Critical Thinking** Peter Drain, PhD
- **Profession and Personal Balance Act:** panel
II. AME EDUCATION CONSULTING SERVICE (ECS)

Faculty Leaders: Gerard Apodaca, Ph.D.
Dena Hofkosh, M.D.
Administrative support: Hollie Ulanowicz
Website http://www.ame.pitt.edu/seminar-series.php

The goal of the AME Education Consulting Service (ECS) is to enhance the teaching skills of faculty at the University of Pittsburgh School of Medicine. The ECS is a one-on-one consultation service that matches interested faculty members with AME mentors who have expertise in the requested area of teaching assistance. Together, the mentor and the interested faculty member identify teaching skills that need development and/or improvement, and following direct observation, the mentor provides feedback and a plan for improvement.

Faculty seeking assistance in teaching roles can download a consultation survey at the AME website (http://www.ame.pitt.edu/EducationConsultingServices.php) and identify an area in which they desire teaching assistance. Categories of teaching include lectures, small groups, PBLs, and clinical inpatient and outpatient precepting. Types of students include graduate, medical, residents, and fellows. Assistance is available for course design, setting learning objectives, generating course syllabi, reviewing slides, presenting lectures, designing test questions, and promoting student involvement. Once the survey request is completed, faculty submit the form to ame@medschool.pitt.edu and a match is made with an AME member who has expertise in the desired area.

The consultation will include:
1. An initial conversation between requesting faculty member and AME mentor to assess strengths and potential areas for improvement
2. Direct observation of teaching by the AME mentor and, if appropriate, review of teaching materials
3. A follow up consultation in which the AME mentor provides feedback and ways to improve teaching skills
4. An evaluation of the ECS and AME mentor immediately after the final meeting and 6-12 months later
Academy of Master Educators – Task Force on Virtual EBM Center

Progress Report: 26 May 2009

The primary update over the last six months consists of the collaborative development of an application to the NIH Challenge Grant Program in the category of Science, Technology, Engineering, and Mathematics Education (STEM) for faculty development in the area of evidence-based medicine. The application involves members of the Task Force as well as Drs. S. Kanter, J.B. McGee, and J. Chang. A copy of the application begins on the next page. A decision from the NIH is expected by September.

Goutham Rao, MD
Chair, AME Task Force on Virtual EBM Center
Specific Aims:

The skills necessary to practice evidence-based medicine (EBM) include (1) clearly defining a sound clinical question; (2) efficient and effective searching for evidence to answer the question; (3) critical appraisal of the evidence; (4) gaining a complete understanding of study results; and (5) integration of the evidence into patient care. The proposed research addresses the interpretation of results and integration of evidence into patient care (4 and 5). These two skills require some understanding of research design, biostatistics, and how to combine research evidence with clinical experience, knowledge of the availability of resources, and patient preferences. Unfortunately, physicians are unskilled in these areas, particular with the quantitative aspects of study design and analysis. There is evidence, for example, that physicians have a poor understanding of risk and probability. Over the past decade, evidence-based medicine has been incorporated into undergraduate and graduate medical education in the form of courses, seminars, and journal clubs. It is also part of one of the six core competencies for medical education (practice-based learning and improvement) put forth by the Accreditation Council for Graduate Medical Education (ACGME). Greater emphasis on EBM and the lack of understanding of physicians, including those in academic programs, of the quantitative aspects of study design and analysis, have uncovered a serious need for faculty development in this area. The proposed research is designed to meet the following specific aims:

1) **Refinement and dissemination of a web-based course for physicians that addresses basic quantitative aspects of clinical epidemiology and biostatistics, hereby referred to as “physician numeracy.”**

   It is hypothesized that a high quality web-based course featuring streaming video lectures, multiple self-assessments, and the ability to interact with course faculty and other students can be created and easily disseminated free of charge to any physician or other interested party.

2) **Evaluation of the impact of the web-based course upon knowledge acquisition, self-efficacy of physicians in the course content, ability to interpret new research evidence, and self-reported incorporation of content into teaching.**

   It is hypothesized that physicians who complete the course will be much more knowledgeable, confident, and skillful in their ability to interpret new research evidence compared to those who do not.
Committee members include: Drs. Jason Rosenstock (chair), Jonathan Finder (vice chair), James Johnston, Petronilla Vaulx-Smith, Basil Zitelli, Raquel Buranosky, Kathleen McIntyre-Seltman, Rita M. Patel and Peter Ferson. Dr. Helen Westman has been a regular participant on the committee. We have met sixteen times between 4/07 and 3/09 and conducted work between meetings. Our accomplishments include.

1. **Reviews of existing resources**
2. **Resident-as-teacher curricular philosophy and format:**
   - Required orientation for incoming housestaff (presented June/July 2008)
   - Menu of teaching modules for programs to utilize (4 of 6 sections completed so far)
   - APPLE curriculum (Applying Principles and Practice of Learning and Education)
   
   A. **Fundamental Principles** of Medical Education (adult learning, learner needs, resident role)
   B. **Skills** (clinical including microskills, didactic)
   C. **Matching Strategies to Opportunities** (teachable moments, specific settings)
   D. Teaching the Four **ACGME Common Competencies** (e.g., professionalism, communication)
   E. **Assessment** (evaluation/feedback)
   F. **Outcomes** (self-assessment, program evaluation, scholarship)

3. **Follow-up Survey on resident teaching (post-orientation)**
   We sent an 11-question survey to the 500 participants in the 2008 orientation session to find out what was most helpful, what they wished they’d learned up front, and what they’ve been utilizing to help with their teaching. Our response rate was low but we learned that the videos/vignettes were most helpful, housestaff are using direct guidance from attendings about teaching, and adding the med student perspective might make the session more powerful.

4. **Revision of GME orientation**
   We revised the slides and are expanding the vignettes/video prompts to make the 2009 sessions more helpful, and we’ve added more written resources to the syllabus to make it more useful as a reference.

**Future plans:**

1. **Distributing the “toolbox” of resident-as-teacher activities**
   By July/August, we want to collate our compendium of resources that could be rolled out to individual programs/departments. This toolbox would include curricular follow-up, materials (slide sets, video scenarios, discussion guides), and ties to competencies—a general approach and suggested timing/formats but not full content. We would create the toolbox in a three-year cycle for most (beginning in the spring of PGY-I) and a one-year “cram course” for fellows. It would be posted to the AME website and publicized widely.

2. **Planning for an AAMC workshop and a scholarly paper that would discuss our work and outcomes, including orientation follow-up data**
The initial implementation of the AME website, overseen by the Vice Dean’s office and AME leadership, has already provided a user-friendly node for posting publically accessible Academy information.

The Website Task Force has been charged to build on this initial success.

During winter and spring 2008-2009, additional background (technical) work has been completed on establishing a simple and scalable approach for posting of videos, such as faculty development presentations. Beginning in summer 2009, the task force will meet to establish priorities for website upgrades and content maintenance.

Initial volunteers for this task force include: Raquel Buranosky, Michael Elnicki, Jamie Johnston, John Mahoney, JB McGee and Goutham Rao. Additional volunteers are welcome to join this group.

Ideas already under discussion include expansion of the faculty development resources already posted within the OMED website, or relocating those web pages and resources to the AME website. The existing resources are posted at: [http://www.omed.pitt.edu/faculty/](http://www.omed.pitt.edu/faculty/). The postings include links to faculty development materials, useful web resources, medical education publications and organizations, and related sites.

One potential benefit of creating a common collection point for web-based faculty development resources within the School of Medicine would be that it may become easier to guide interested faculty to access these materials. For example, if the schedules of upcoming faculty development conferences, including those sponsored by the Academy, were posted at a single location, it could make it easier for individuals to develop a habit of checking those schedules as they plan their calendars.

The initial meeting of the website taskforce will be during June-July, 2009.