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

Academy Bulletin

Save the Dates

- **9/23-10/28/10** Weekly IAMSE Webcast Seminars on Team-Based Learning

- **10/13/10** Academy Educational Scholarship Day and Fall Symposium

- **12/1/10** Workshop: Case-Based Learning

- **12/14/10** Panel Discussion: Funding your Scholarly Work in Teaching and Education

- **1/6/11** Workshop: Writing Teaching/Education Presentation Abstracts and Proposals

Inside this issue:

From the Director. . . .

Please join us on October 13 for the Academy Educational Scholarship Day and Fall Symposium. On pages 3-7 you will find the complete program. In addition to the excellent posters, oral presentations, and demonstrations, an exciting plenary panel discussion has been planned: *Advancing Education and Educators at LSU: The Contribution of Educational Scholarship.* Also in this issue you will find news about other achievements, awards, developments, and upcoming opportunities. Please share this issue with colleagues and invite them to join you for the October 13 events.

Among the *Educational Scholarship Day* presentations will be those from the 2009-10 *Educational Enhancements Grants.* Please see page 2 for the three

new projects that have been funded for 2010-11. Congratulations to Drs. Kristopher Kaliebe and Bonnie Desselle (School of Medicine) who recently complete the *AAMC Medical Education Research Certificate* (MERC) requirements.

Please check out the new updated Academy website. This new, interim website is a step toward a significantly enhanced web-based resource that will be moved to the health sciences center level in the coming months. New information about faculty development sessions has been added. Member profiles are being posted as they are received. While browsing the new Academy website, please take a look at the new Academy portfolio template for applying for and renewing

membership in the Academy. The feedback has been very positive. Also, the Academy portfolio template was recently adopted by the School of Medicine for use in academic advancement review packets.

I look forward to seeing everyone on October 13 for the Educational Scholarship Day and Fall Symposium. Of course, I always welcome your input and suggestions.
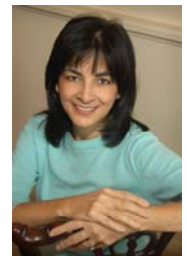
Sheila W. Chauvin, PhD, MEd

2010 Fall Symposium Plenary to Stimulate Discussion about Scholarship in Teaching and Education

The Fall Symposium plenary session, *Advancing Education and Educators at LSU: The Contribution of Educational Scholarship,* will feature an interactive panel discussion that includes Dr. Hollier, School Deans, and Chairpersons of school-level promotion and tenure committees as panelists. Dr. Robin English, Teaching Scholar and Chair of the Academy Executive Council, will moderate

the interactive discussion among panelists and the audience. Faculty scenarios and focus questions have been shared with panelists in advance of the session and these will be used to stimulate and focus discussion among panelists and the audience. Please join in the conversation about supporting and recognizing faculty engagement in the scholarship of teaching and education. This discussion will

contribute directly to the afternoon session for only Academy members that will following immediately. Beginning at 1:30 p.m., Academy members will participate in a strategic planning retreat to examine the mission and vision of the Academy and to identify strategic priorities and specific strategies for enhancing the Academy and its benefits to faculty and LSUHSC.

Educational Enhancement Grants Awarded for 2010-2011

We are all familiar with the current budgetary challenges. With commitment for funding support from Dr. Larry Hollier, LSUHSC Chancellor, and Dr. Steven Nelson, Dean of the School of Medicine, the Academy was able to continue the Educational Enhancement Grants (EEG) program for 2010-2011. Four proposals were received and peer-reviewed by the EEG Review Panel. Recommendations were approved by the Academy Executive Council and three projects were awarded funding. New awards include the following:

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.

The Benefit of a Standardized Simulation-Based Approach in Teaching Ultrasound-Guided Central Venous Access to Medical Trainees
Educational Enhancement Project
EEG Funds = $5,515, Department Support = $1,817
Earl K. Long Medical Center
Principal Investigator/Director: Tonya Jagneaux MD, (Academy Fellow), School of Medicine
Co-PI/Co-Director: Terrell Caffery MD, School of Medicine
Co-Investigators: Glenn Jones PhD, Ann Long MD, Lauren Zatarain MD

Present at and Participate in the Medical Library Association 2011 Annual Meeting
Faculty Development Travel Award Supplement
EEG Funds = $800, Department Support = $800
John P. Ische Library
Recipient: Maureen Knapp MA, Academy Fellow, School of Medicine

Laparoscopic Cholecystectomy Simulation-Based Training
Educational Enhancement Project
EEG Funds = $2,978, Department Support = $200
Department of Surgery, New Orleans Main Campus
Principal Investigator/Director: John Paige MD
Co-PI/Co-Director: Alan Marr MD
Co-Investigators: John Hunt MD, Lance Stuke MD, Christopher Baker MD

Four Domains of Scholarship
(Boyer, 1990)

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

Four Academy Teams provide members with options for meeting service expectations in the Academy and opportunities to engage in scholarly projects that fit personal interests. Once in ducted into the Academy, members are invited to join one of the four teams. Members have the option of changing teams to pursue new interests and opportunities and they may participate on more than one team if they like. The four teams and the re spective co-chairs include the following:

Faculty Development and Scholarship: Robin McGoey and Daniel Harrington, Co-Chairs
- Fall and Spring Symposia programs
- Educational Scholarship Day
- Faculty Development workshops

Membership and Advocacy: Jeffery Hobden and Deborah Garbee, Co-Chairs

- Networking among members
- Recruitment of new members
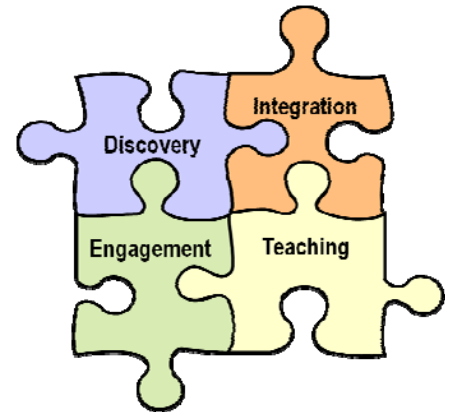- Activities to advocate for teaching and education

EEG Review Panel: Paula Gregory, Chair and Donald Mercante, Co-Chair
- Peer review of EEG proposals
- Seek and support external funding opportunities for scholarship in teaching and education.

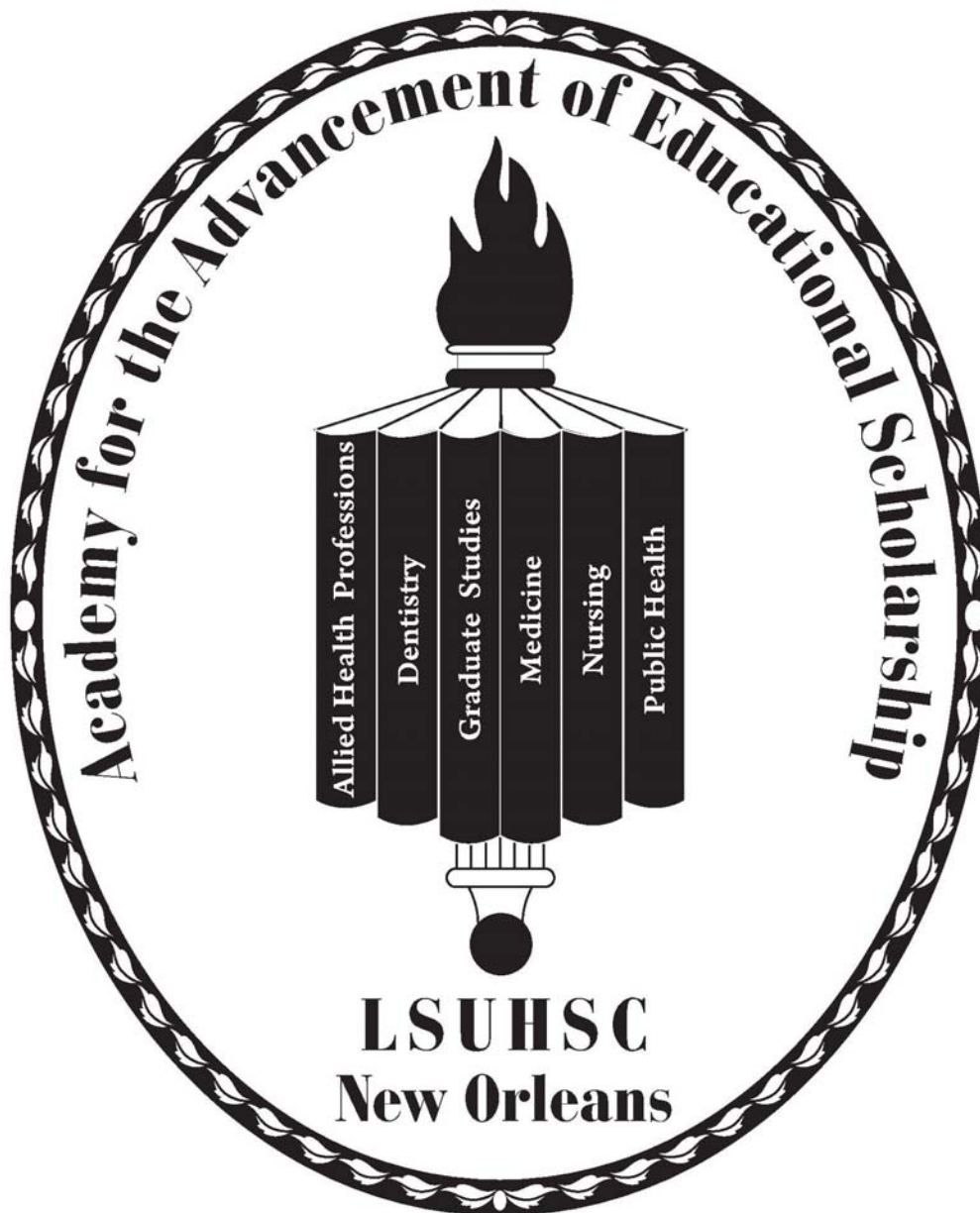Communications: Kathryn Kerdolff and Chih-yang Hu, Co-Chairs
- Academy Bulletin
- Website
- Blog (future development)

Complete rosters of membership for the Academy Teams is available on the Academy website. Any Academy member who is not actively involved in a team or who wishes to join a team, should contact Dr. Sheila Chauvin at omerad@lsuhsc.edu.

LSUHSC-NO Academy for the Advancement of Educational Scholarship
2010 Academy Educational Scholarship Day and Fall Symposium
Schedule of Events
Wednesday, October 13
In the
Isidore Cohn, Jr. Learning Center, LSU-Lions Building, 6th Floor

For all LSUHSC Faculty. . . .

2010 Fall Symposium and Educational Scholarship Day
Wednesday, October 13

Isidore Cohn, Jr. Learning Center
6th floor, LSU-Lions Building

Time	Program
8:00 – 8:30 a.m.	Final Poster and Demonstration Set-Up
8:30 – 9:00 a.m.	Registration and Continental Breakfast
9:00 a.m.–11:15 a.m.	Educational Scholarship Day Oral Abstract and Poster Presentations, Demonstrations *Oral Abstracts begin at 9:00 a.m.* *Posters and demonstrations follow immediately.*
11:15-11:30 a.m.	Academy Annual Recognition Program
11:30 a.m.– 12:15 p.m.	Lunch Buffet and Networking
12:15 – 1:30 p.m.	Plenary Session Advancing Education and Educators at LSU: The Contribution of Educational Scholarship *An Interactive Panel Discussion* *Panelists: Dr. Larry Hollier, School Deans, & Chairs, School Tenure/Promotion Committees* *Moderator: Robin English, MD, Chair, Academy Executive Council*
1:30 – 4:30 p.m.	Academy Member Strategic Planning Retreat *Academy Members Only*

Advanced registration appreciated to plan effectively for materials and lunch.
To register, please email omerad@lsuhsc.edu by Wednesday, October 6, 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 October 13.

Final Program

LSUHSC-NO Academy for the Advancement of Educational Scholarship
2010 Educational Scholarship Day
Wednesday, October 13

Isidore Cohn, Jr. Learning Center, LSU-Lions Building, 6th Floor

Program	
Oral Abstracts..	9:00 – 10:00 a.m.
Posters and Demonstrations..	10:00 – 11:15 a.m.
Academy Recognition Program..	11:15 p.m.

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

Plenary Panel Discussion begins at 12:15 p.m.

Oral Abstracts
Moderated by: T. Kirk Nelson, PhD. MPT, School of Allied Health Professions,
Academy Fellow and Co-Chair Academy Executive Council

Effectiveness of Teamwork and Communication in a Critical Care Code Scenario Using Interdisciplinary High-Fidelity Human Patient Simulation with Students from Four Professional Programs
2009-10 Academy Educational Enhancement Grant Award

Deborah Garbee, PhD, APRN, BC; John Paige, MD; Vadym Rusnak, MD; Kendra Barrier, RN, BSN; Lyubov Kozmenko, BSN; Kirk Nelson, MPT, PhD; Laura Bonanno, DNP, CRNA; Brendt Madden, Leah Gonsoulin, and Jean Cefalu, RN, BSN

Description: This collaborative project involved faculty and learners from the Schools of Medicine, Nursing, and Allied Health Professions. The project extended team training methods utilized in Operating Room team training to an Intensive Care Unit (ICU) setting with students from four professional programs: medicine, nurse anesthesia, undergraduate nursing, and physical therapy. Inter-professional high-fidelity human patient simulation was used along with crisis resource management techniques to teach team based competencies to students at LSUHSC-NO. The two hour training sessions consisted of two standardized simulation scenarios: atrial fibrillation and tension pneumothorax. Participants completed post-simulation questionnaires after simulation one and simulation two that included a modified Operating Room Teamwork Assessment Scale (ORTAS) targeting individual performance and team interactions (Chauvin, Paige, & Yang, 2007) and the Mayo High Performance Teamwork Scale (MAYO) (Dunn, 2008). Trained observers rated teamwork competencies during simulation one and simulation two using two scales: a modified ORTAS and Communication and Teamwork Skills assessment (CATS) (Frankel et al., 2007). A total of 35 students underwent training: 35/35 in fall of 2009 and 25/35 in the spring of 2010. Data analysis is currently in progress. Preliminary CATS analysis showed significant improvement in mean scores from simulation one to two in the fall related to situational awareness, cooperation, and communication. Comparing performance in fall simulations to spring simulations, no significant improvement occurred. Inter-professional high-fidelity human patient simulation is effective in improving team-based behaviors of students in a simulated ICU environment. These gains appear to be retained over a four month period.

Incorporating Team-Based Learning into a Medical School Clerkship

Mark Townsend, MD

Description: This work will be presented as an oral abstract and a demonstration during the poster session. The oral presentation will include a brief background of Team-based Learning and report how this method has been incorporated into the Psychiatry clerkship at LSU. The demonstration will provide opportunities to examine the processes of TBL and explore with Dr. Townsend how this method can be applied elsewhere in the curriculum. A three-school collaborative educational research study using TBL has been recently established among LSU, the University of Texas Medical Branch-Galveston School of Medicine, and the Wright State University Boonshoft School of Medicine, with funding from the AAMC-Southern Group on Educational Affairs.

Posters and Demonstrations

White Blood Cell (WBC) Differential Trainer
2009-10 Academy Educational Enhancement Grant Award

Patsy Jarreau, MHS; **Daniel Haun, MHS**; Angela Foley, MS

Description: Traditional strategies for training Clinical Laboratory Sciences students in blood cell identification include: (1) static images showing best examples of cell types and laboratory activities where students review study slides and (2) consult the instructor on difficult cell examples. The student teacher ratio in these sessions is approximately 15:1. There is a marked absence of literature on this topic but studies suggest that expertise is gained by increasing challenge and complexity as skills are gained. Our project evaluated a simulator created at LSUHSC that presents image sequences (movies) of cells from study slides. The simulator requires the student to identify the cell and provides feedback from the primary instructor. The student reviews missed events and can access the interpretations and comments from an expert panel of seven instructors. The simulator presents cases at increasing levels of difficulty as perceived by LSUHSC faculty. The use of image sequences allows the student to simulate focus by manipulation of the simulator play head. We assigned five cases of moderate complexity to the students, tracked simulator usage and analyzed the student performance to identify problematic cells. We also surveyed the students on their perception and usage of the simulator's features (e.g. the search function, the review of the expert metadata, etc.). The results include a bank of problematic cells that will be used to create focused training modules with feedback to enhance the simulator. We conclude that the simulator is a training enhancement for students that also has potential as a competency assessment tool for the workforce. The latter is evidenced by the unexpected finding of disagreement from the expert panel. Further study is in progress. The poster and hands-on demonstration of the trainer will provide opportunities to examine its capabilities and explore how this format and method could be applied to other content and disciplines, and at different stages of the career continuum.

Doctoral Colloquia for Doctor of Nursing and Doctor of Physical Therapy Students
2009-10 Academy Educational Enhancement Grant Award

Deborah Garbee, PhD, APRN, BC; Marsha Bennett, DNS, APRN, ACRN; Jane Eason, PhD; Kirk Nelson, MPT, PhD; Penny Kroll, PT, PhD; and Yvonne Sterling, PhD.

Description: The current state of doctoral education includes interdisciplinary education and "residencies" or intensives that promote collaboration and scholarship. The purpose of this project was to create, implement, and evaluation the effectiveness of such a intensive session. The Doctoral Colloquia (DC) provided focused group and breakout workshops for both nursing and physical therapy students for two days in January and two days in May of 2010. The primary research question included the following: What are the outcomes of a doctoral colloquia on student satisfaction, faculty satisfaction, student grades, and student perception of socialization? A mixed methods post test only design was used to study DC outcomes. Surveys were completed by faculty and doctoral students participating in the colloquia. There were 16 DNS and DPT students and 17 faculty participants in the January DC and 7 DNS students and 3 faculty participants in the May DC. Students rated satisfaction high on the majority of items except for how to present a poster session. Faculty satisfaction ratings in the January DC were high for the same items as students, but in the May DC ratings were slightly lower for items on managing time and stressors and human subject protection. The impact of the doctoral colloquia on student grades is not known at this time. Student comments suggest that they enjoyed the interdisciplinary interactions and socialization. Qualitative themes include (1) "Awareness of Teamwork", (2) "Interdisciplinary Understanding", and (3) "Valuable Discussions." More student participation occurred in January, at the beginning of a semester, than in May, at the end of a semester. Participants and faculty probably rated some topics low because they were either presented in the January DC, not discussed at length during the May DC or they were integrated into other topics. The impact on student grades is not known at this time and may be difficult to separate the effect from course work.

Preceptor Workshops Interdisciplinary Project for Graduate and Undergraduate Preceptor Education
2009-10 Academy Educational Enhancement Grant Award

Judith A. Gentry, APRN, MSN, OCN, CNE; Rose Schaubhut, RN, MPH; Laura Bonanno, CRNA, DNP; and Marjorie Geisz-Everson, CRNA, PhD

Description: The purpose of the project was to develop, implement, and evaluate a series of preceptor workshops to educate clinical nurses to become preceptors for undergraduate (RN) and graduate (CRNA) nursing students. While evidence continues to indicate that online courses are as effective as face-to-face courses, there is little research comparing face-to-face education with distance education for continuing education courses. The workshops were delivered simultaneously in face-to-face and video teleconference formats. Preceptor workshops were given by Undergraduate nursing faculty (Ms. Gentry and Ms. Schaubhut) at three local hospitals on seven different dates during the grant year and by Graduate Nurse Anesthesia faculty (Dr. Bonanno) on three dates. Evaluation of the effective of learning environments in the two simultaneous settings was conducting using a variation of the *Teaching and Learning Environment Questionnaire* (Chauvin & Bowdish, 1998; Chauvin & Sarpy, revised 2003).

Second-Year Medical Students Evidence-Based Skills: An Online Competency Assessment

Kathryn E. Kerdolff, MLIS, AHIP; Maureen Knapp, MA; Richard DiCarlo, MD; Tong Yang, MD, MS

Description: The project builds up on work initiated with support of an Academy EEG project in 2008-2009. The primary purpose of the current work is to establish baseline evidence-based practice skills and measure specific practice-based learning and improvement competencies, as identified in the ACGME Outcomes Project. A 30-minute computerized vignette-based assessment was administered as pre- and post-test to all second-year medical students (n=175) at the beginning and end of the academic year. Results of the chi-square test revealed a statistically significant change for assessment tasks involving a professional authoritative website ($p < 0.005$), but non-significant for all other assessment tasks (e.g., using patient education website, evidence-based question building, study design, and methodology). The poster presentation will provide additional information pertaining to the results of pre- and post-test administrations and statistical analysis.

Longitudinal Panel Analysis of the Stability of Student Examination Pace and its Relationship to Didactic Ability

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

Description: Experts are more facile than novices in task performances. This facility is typically associated with both shorter performance times and higher "accuracy." Thus, time is an important component of any authentic competency assessment that warrants further study. A panel of 183 medical students was followed longitudinally over two academic years and intra-individual distributions of standardized response time (pace) to multiple-choice questions was assessed. The data was modeled adequately, including covariates in both mean (mu) and dispersion (sigma), by beta distribution regression techniques. Time-dependent variation in pace mu, but not sigma, was observed for both correct and incorrect answers. Individual person trajectories of pace over time tended to be more complex for correct answers than for incorrect. Course of study and gender had no significant effect on pace. Pace-related factor scores were poorly predictive of ability, but coefficient modeling was successful ($R^2 > .7$). The results are consistent with the hypothesis that person differences related to didactic performance are more closely associated with trial-to-trial variability than absolute pace.

Cased-Based Learning (CBL) in Selected Physical Therapy Curricula and its Perceived Effectiveness by Students, Faculty, and Administrators

T. Kirk Nelson, PhD, MPT

Description: Through qualitative evaluation methodology, this study investigated the utilization and implementation of Cased-based learning (CBL) in selected physical therapy curricula, as well as its perceived effectiveness by physical therapy students, faculty, and administrators. Eight academic programs across the country were selected and participated in this evaluation research study. A total of 68 participants were represented in the study including nine program administrators, 11 faculty members, and 48 students. Data collection was performed through classroom observations, interviews, and focus group interviews at the physical therapy programs that identified themselves as moderate to high implementers of CBL. The 28 interviews were transcribed and analyzed by coding common data categorizing corresponding codes. Themes emerged from the data and relationships were described among the different themes identified. Finally, conclusions were drawn and implications of the study. This study utilized a program evaluation model very similar to the Hammond's Goal Attainment Model. Through analysis of the interview transcriptions, over 200 codes emerged from the data. CBL was found to effectively enhance students' learning, problem-solving skills, clinical preparedness, and confidence levels. Barriers that may limit the effectiveness of the implementation and utilization of CBL included stakeholder buy-in, time and cost requirements, and individual knowledge and skill with CBL techniques. Multiple factors that positively influence the effectiveness of the implementation and utilization of CBL included techniques that make the learning experience safe, real, impactful, and empowering. Through the analysis of the qualitative data gleaned from the participants, case-based learning was found to be a very effective instructional methodology in these academic programs as described by administrators, faculty, and students alike. Graphic demonstration of findings through series of concept maps to demonstrate major themes from data analysis will be included in the poster presentation.

Technology Tools for Scholarship in Teaching and Education: Information Awareness, Identifying Potential Publication Venues, and Demonstrating the Impact of your Scholarly Contributions -- *Invited Demonstration*

Maureen "Molly" Knapp, MA

Description: Molly Knapp created for the Academy a four-part series on technology tools for teaching and educational scholarship. This demonstration will provide additional opportunities to learn about the tools that were presented in the first two sessions.

Member Accomplishments

Academy members have been busy with their teaching, educator activities, and scholarship in teaching and education. Some 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 accomplishments, and engagement in the community of educators is impressive. The updates here demonstrate how Academy members are contributing at local, regional, national, and international levels.

Congratulations to all!

Marie Acierno, MD, Fellow
Ophthalmology, School of Medicine
- Promoted to Professor of Clinical Ophthalmology in July 2010.
- Principal Investigator for a National Eye Institute and The Neuro-Ophthalmology Research Disease Investigator Consortium major study titled: *Idiopathic Intracranial Hypertension Treatment Trial (IIHTT)*

Judith A. Gentry APRN MSN OCN CNE, Fellow
School of Nursing
- Publication based on a 2009-10 Academy EEG project
  - Schaubhut, R. M. and **Gentry, J.A.** (2010). Nursing preceptor workshops: Partnership and collaboration between academia and practice. *The Journal of Continuing Education in Nursing* 41, (4). p. 155-162.

Gloria Giarratano, PhD, Master Teacher
School of Nursing
- Publications
  - **Giarratano G**. Emergency preparedness for childbearing women and newborns. *JOGNN J Obstet Gynecol Neonatal Nurs.* 2010;39(4):448-449.
  - **Giarratano G**, Sterling YM, Orlando S, Mathews P, Deeves G, Bernard ML, Danna D. Targeting prenatal emergency preparedness through childbirth education. *JOGNN J Obstet Gynecol Neonatal Nurs.* 2010;39(4):480-488.

Academy Symposia and faculty development workshops provide opportunities for networking and learning from and with each other from across the health professions.

Kathryn Kerdolff, MLIS, AHIP, Master Teacher, *Ische Library*
Maureen Knapp, MA, Fellow, *Ische Library*
Richard DiCarlo, MD, Teaching Scholar, *Internal Medicine*
School of Medicine
- Poster Presentation
  - **Kerdolff K**, **Knapp M**, **DiCarlo R**, Yang T. Second-year medical students' evidence-based practice skills: An Online competency assessment. Poster presentation at the annual meeting of the International Association of Medical Science Educators, New Orleans LA, July 2010.

T. Kirk Nelson, PhD, MPT, Fellow
Physical Therapy, School of Allied Health Professions
- PhD in Curriculum and Instruction, College of Education, University of New Orleans, May 2010
  - Dissertation study: Case-based learning in selected physical therapy curriculum and its perceived effectiveness by students, faculty, and administrators
    - Louisiana Physical Therapy Association Fall Meeting, September 2010
    - Combined Sections Meeting of the American Physical Therapy Association February 2011

Member Accomplishments

John T. Paige, MD, Master Teacher
Surgery, School of Medicine
- Publication
  - **Paige JT**. Surgical team training: promoting high reliability with nontechnical skills *Surg Clin North Am.* 2010;90(3):569-581.

James J. Thompson, PhD, Master Teacher
Microbiology, School of Medicine
- Poster Presentation, Award Nominee
  - Thompson J, Yang T, Chauvin SW. Pace: An alternative measure of student question response time. Poster presentation and award nominee at the annual meeting of the International Association of Medical Science Educators, New Orleans LA, July 2010.

Mark Townsend, MD, Teaching Scholar
Psychiatry, School of Medicine
- **Funding Award, AAMC Southern Group on Educational Affairs**
  - With Ruth Levine MD (UTMB-Galveston) and Dean Parmalee MD (Wright State), received funding for an inter-institutional educational research study examining the influence of TBL on teamwork during an assessment using the NBME psychiatry subject examination.

Michele B. Zitzmann, MHS, MT(ASCP), CLS(NCA), Master Teacher
Department of Clinical Laboratory Sciences, School of Allied Health
- Received the "Educator of the Year" Award from the Louisiana Society for Clinical Laboratory Science in April, 2010 at the Bi-state Annual Meeting in Biloxi, MS. The award recognizes outstanding professional achievement of a clinical laboratory science educator who, by outstanding example, has inspired others in clinical laboratory science.

> Academy members will participate in a strategic planning retreat during the 2010 Fall Symposium to set direction, priorities, and strategies for the next several years.

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

Academy members share perspectives on inter-professional education with James Zoller PhD (MUSC) during the 2010 Spring Symposium.

Academy Organizational Structure

The Academy is a health sciences center-wide organization led by the Academic Executive Council and Academy Director. Administrative support for the Academy resides in the Office of Medical Education Research and Development, School of Medicine. Ms. Kelly Nester, OMERAD program coordinator, provides day-to-day administrative support for the Academy. In 2009, a process began to restore the school-level Academy Advisory Groups (AAG). Currently, on exists for the School of Medicine and a second AAG represents 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 re-created. AAGs serve a critical liaison function between its school and the Academy. AAG members are resources within their respective schools to encourage Academy members, participation, and coordination of various faculty development activities. Members serving on the AEC and the AAGs are shown at the right. The Academy is also supported by four teams:

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).

Post-it Awards

By Bonnie Desselle, MD, Teaching Scholar and Docere Fellow, (Pediatrics, School of Medicine)

The Department of Pediatrics Residency Program's didactic curriculum consists of daily workday one hour lectures given by a faculty member to an audience of pediatric residents and rotating medical students. Feedback is valuable to the faculty, but it is a challenge to obtain written evaluations from residents and students who are usually rushing back to their patient care duties following conference. In order to reduce this potentially arduous task, Dr. Bonnie Desselle, the residency program director created the Post-It Note® method of evaluation. On their way out of the conference room, the residents and students write a number from 1 -5 (with 5 being the best) on a Post-it note® and stick it to the door signifying their rating based on this pneumonic:

Pertinent and relevant to resident training
Organized and clear to understand
Solve case or cases (e.g the lecture used real clinical situations/scenarios)
Time: the faculty lecturer kept to the allotted 45 minutes

Interactive: the audience actively participated
Think: the session was thought provoking and stimulating

The pneumonic parallels our initiative to move towards a more interactive learning environment by rewarding those faculty members whose lectures reflect this change. The chief residents collect Post-it evaluations and tally the best score for the month which is announced in our department's newsletter.

Academy members listen as Jeffery Hobden reports from small group work.

Collaboration Corner

Several Academy members are pursuing their interest in Team-Based Learning. Another member has been collaborating with others on enhancing active learning and thinking skills in lectures. Still another group has been collaborating on teaching inter-professional teamwork through simulation. Are you interested in collaborating with others who may share your interest? Are you looking for collaborators for an educational scholarship project? If yes, then send a message to omerad@lsuhsc.edu for help in finding collaborators. You can also send your submission for to Ms. Kathy Kerdolff at kkerdo@lsuhsc.edu for the Collaboration Corner 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.

New Academy Portfolio Template

The new Academy Educator Portfolio used for submitting applications for initial and renewing membership is complete and now available via the Academy website. Refinements to the portfolio format make it easier than every to complete and maintain an up-to-date Educator Portfolio. NOTE: Earlier this year, the School of Medicine adopted the Academy portfolio template for its academic review and promotion/tenure process.

Members' Annual Reports

Academy member annual reports for activities and accomplishments in 2009-10 were due September 30. Academy members who have not submitted reports should do so as soon as possible, so . the peer review process can be completed in a timely manner. Please be sure to use the new, easy-to-complete template that is available from the Academy website. These annual reports provide members with annual peer review, feedback and suggestions for enhancing scholarly achievements in teaching and education, and routine way to maintain an up-to-date Educator Portfolio. 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. Faculty who are interested in mentoring in teaching and education should 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. Workshops created by Academy members and offered during the 2010 Spring Symposium were very well received. These workshops are being repeated during the 2010 Fall semester. Please check the Academy website for dates, times, and locations of these sessions. In addition, there are a number of other faculty development sessions being offered. Please check the website regularly and watch for announcements via email and the digital signs across campus, as other sessions are being added. Suggestions for new faculty development workshops to be developed and presented at the 2011 Spring Symposium are being solicited by the Academy Faculty Development and Scholarship Team. Please send for the Academy to omerad@lsuhsc.edu, as well as your interests in being involved in developing and presenting workshops

Educational Enhancement Grants – Next Call for Proposals

The next Call for Proposals for all grant categories is anticipated for January-February 2011. 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.

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OMERAD

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

The Academy for the Advancement of Educational Scholarship is a health sciences center-wide program of the Chancellor's Office. Conceptualized in 2002, the Academy was established in 2004 as an inter-professional community of scholars. The mission of the Academy is to nurture and recognize excellence, scholarly practice and scholarship in teaching and education through faculty development, advocacy, collaboration, and creativity. The Office of Medical Education Research and Development (OMERAD), School of Medicine, serves as the base of operations for the LSUHSC-NO Academy. To date, 66 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 — New and updated website!
Check out the new features. More to come in the coming months.
http://www.medschool.lsuhsc.edu/medical_education/omerad-academy.asp

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