



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

Academy Bulletin

Save the Date

- 2013 Academy Spring Symposium —
Wednesday, March 13, 2013

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Robin M. Smith, Ph. D.
2012
Symposium Presenter

From the Director. . . .

Please join us on Wednesday, October 10 for the 2012 Academy Educational Scholarship Day and Fall Symposium. In response to faculty interest, this year's Fall Symposium focuses on effective use of technology in teaching and learning. The full program agenda is included on page 4 of this issue. Session descriptions for the plenary presentation and the afternoon workshop are included on page 4 and both have been accredited for CME and CNE credit.

We are fortunate to have Dr. Robin Smith as our invited plenary presenter and afternoon workshop facilitator. Dr. Smith directed elearning initiatives across the health professions education programs at the University of Arkansas for Medical Sciences. Just recently, she moved to the Univer-

sity of Arkansas at Little Rock to lead some new and exciting elearning initiatives. Below, you can read more about Dr. Smith's accomplishments and contributions in the use of educational technology.

This year's Educational Scholarship Day includes 11 peer-reviewed posters and interactive demonstrations. Presentation abstracts are on pages 5-9. Six of these presentations reflect some type of technology application and several will offer hands-on demonstrations and interactive experiences. Please join us to celebrate and congratulate these faculty members on their accomplishments and learn more about some of the exciting educational developments at LSUHSC.

The annual Academy recog-

nition program will wrap up the morning activities. Six new Educational Enhancement Grant awardees for 2012-13 will be recognized and 11 new Academy members will be formally inducted. Included in this issue of the *Academy Bulletin* are other accomplishments of Academy members, so please be sure to check these out on pages 10-12. Finally, please share the *Bulletin* with colleagues. I look forward to seeing you on October 10. Please come for all or part of the day — whatever fits your schedule.



Sheila W. Chauvin, PhD, MEd

Robin Smith on Teaching, Learning, and Technology

Dr. Robin Smith will engage with LSUHSC faculty at the upcoming 2012 Academy Fall Symposium during a plenary presentation and hands-on learning workshop. Since 1997, Dr. Smith has been involved in developing and directing campus-wide web-based and elearning initiatives. During her tenure at the University of Arkansas for Medical Sciences since 2003, Dr. Smith increased to

over 90% the number of courses with an online component. She also increased the number of Blackboard™ courses from 75 to approximately 1,000.

Dr. Smith has been invited and has presented extensively to local, regional, state, national, and international audiences regarding the effective use of technology for teaching and learning. In 2008, she published a book from her

extensive work: *Conquering the Content: A Step-by-Step Guide to Developing Online Courses* (Jossey-Bass). Her book was included in the 2008 Editor's Choice Online Learning Resources, the Internet and Higher Education. In September 2012, Dr. Smith joined the University of Arkansas-Little Rock as their new Director of Accelerated Online Learning.

Educational Enhancement Grants Awarded for 2012-2013

With continued funding support from Dr. Larry Hollier, LSUHSC Chancellor, and Dr. Steven Nelson, Dean of the School of Medicine, the Academy continues to offer the Educational Enhancement Grants (EEG) program to support educational enhancements, scholarship, and faculty professional development. Two rounds of proposal solicitation were conducted during the spring and summer of 2012. A total of six projects were awarded funding for the 2012-13 academic year. Project teams will be introduced at the Academy Recognition Ceremony on October 10. These projects will be presented at the 2013 Educational Scholarship Day. Congratulations to all project teams! Many thanks to the EEG review panel members for their very thorough peer review process and helpful feedback to project teams. New awards include the following:



Four Domains of Scholarship
(Boyer, 1990)

Project Title	Project Team	Funding Award
<i>Observe Information Search and Retrieval Instruction at Other Academic Health Centers</i> (Travel Award)	Kathryn Kerdolff, MLIS, AHIP, (Ische Library, SOM)	\$1,000
<i>The Development and Utilization of an Educational Film Library to Enhance Active Learning and Inter-professional Education at LSUHSC-NO</i> (Educational Enhancement)	T. Kirk Nelson, PhD, MPT, (Physical Therapy, SAHP) and Maureen Knapp, MA, AHIP (Ische Library, SOM)	\$3,020
<i>Participate in a Two-Day Writing Retreat</i> (Travel Award)	Maureen "Molly" Knapp, MA, AHIP, Ische Library	\$1,000
<i>Exploring Professionals Cultural Sensitivity through IPE: Bridging Collaborative Gaps</i> (Educational Enhancement)	Celeste Carter, APRN, DNS, (Adult Health, SON) Shannon W. Mangum, MPS, LOTR and Jo Thompson, MA, CTRS (Occupational Therapy, SAPH)	\$4,695
<i>Resident Perceptions of Social Media and Professionalism</i> (Educational Enhancement)	Rachel Dawkins, MD, and Bonnie Desselle, MD (Pediatrics, School of Medicine), Beatrice Boateng, PhD (Pediatrics, UAMS)	\$3,000
<i>Clinical Inter-professional Learning of PCMH Principles using the Exemplary Care and Learning Site Model</i> (Educational Enhancement)	Angela McClean, MD (Internal Medicine) and Mary Coleman, MD (Family Medicine) School of Medicine	\$6,194

Update on Inter-professional Education at LSUHSC-New Orleans

From Robin English, MD

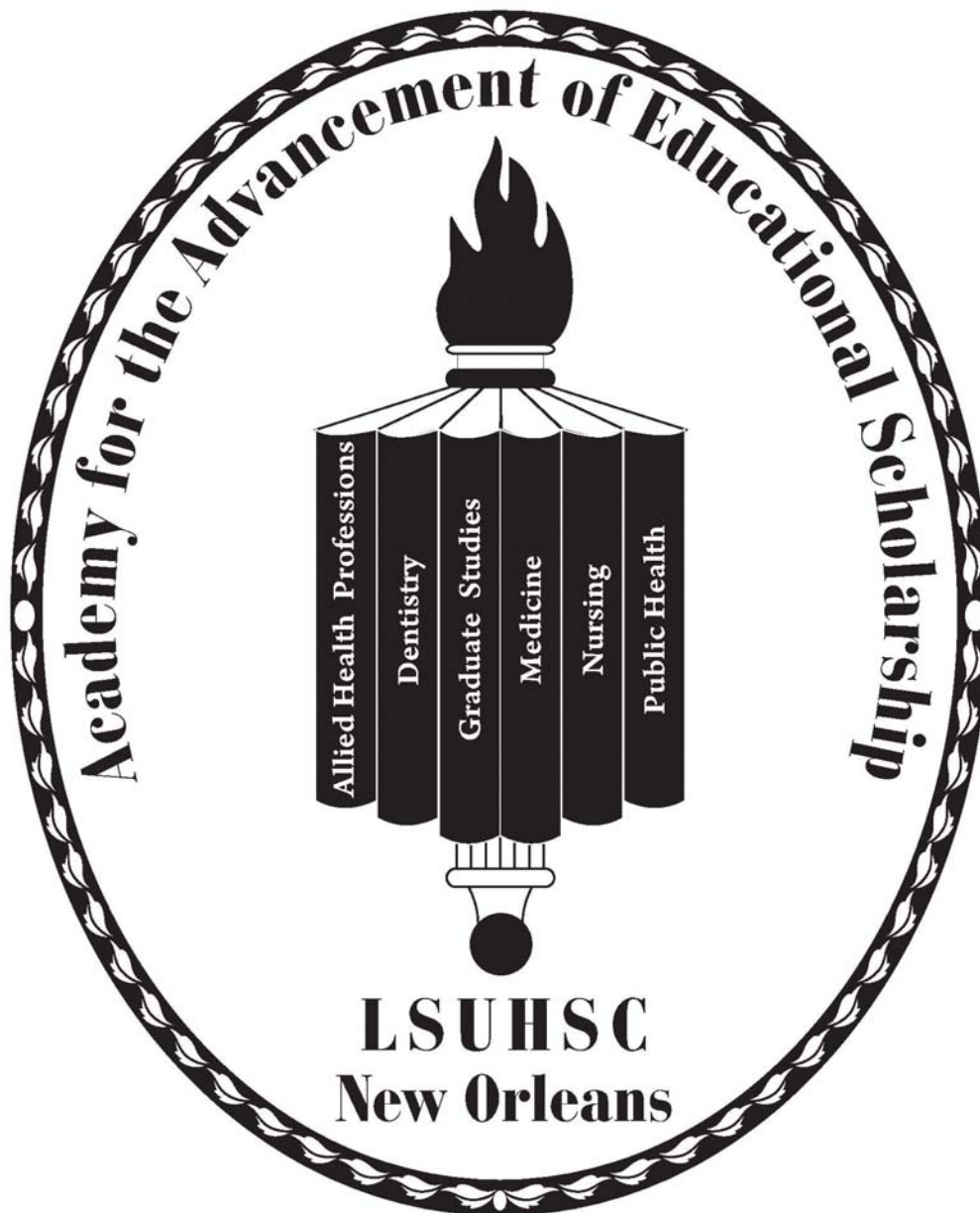
Teaching Scholar and Past Chair, Academy Executive Council

You may recall that the Academy has devoted several Symposia to inter-professional education (IPE), most recently in the Spring 2012. In addition to her engagement and leadership in the Academy, Dr. English also serves as a the School of Medicine represented on the LSUHSC-IPE Committee. She provided us with an update on IPE at LSUHSC.

The LSUHSC IPE committee has developed an

elective for students in the programs of Medicine, Dentistry, Nursing, Occupational Therapy, Physical Therapy, Laboratory Science, Speech and Language Pathology, and Public Health. Offered as a pilot this fall with 45 students enrolled, the elective is a combination of classroom didactics, large group discussions, and small group case-based discussions. So

far the elective seems to be a success. The committee is evaluating its effectiveness in a number of ways with the plan to offer the course to more students in the future. The final project for the elective will be a Grand Rounds presented by the students on Monday, November 19 in Lecture Room B (Medical Education Building) at 4:00 p.m. Everyone is invited to attend and hear from the students' about their experiences in this new IPE elective.



LSUHSC-NO Academy for the Advancement of Educational Scholarship
2012 Academy Educational Scholarship Day and Fall Symposium
Schedule of Events
Wednesday, October 10
in the
Isidore Cohn, Jr. Learning Center, 6th Floor, LSU-Lions Building



2012 Fall Symposium and Educational Scholarship Day

Wednesday, October 10

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

Time	Program Agenda
8:30 – 9:00 a.m.	Final Poster and Demonstration Set-Up Registration and Continental Breakfast
9:00 – 9:30 a.m.	Academy Business Meeting – <i>Members only</i>
9:30 a.m.–11:00 a.m.	Educational Scholarship Day: Posters and Demonstrations
11:00-11:30 a.m.	Annual Academy Recognition Program
11:30 a.m.– 12:15 p.m.	Lunch Buffet and Networking
12:15 – 1:30 p.m.	<p>Plenary: <i>Choices, Content, Connections: Using Technology to Enhance Learning up Close and at a Distance</i> (1.25 credits)</p> <p><i>Robin Smith, Ph. D.</i> <i>Director of Accelerated Online Learning</i> <i>University of Arkansas at Little Rock</i></p> <p><i>Formerly Coordinator of eLearning, Associate Professor</i> <i>Office of Educational Development, eLearning</i> <i>University of Arkansas for Medical Sciences</i></p> <p>Session Description</p> <p>Modifications needed for presenting content in today's technology-rich learning environments can seem daunting. This session will provide some brain-based principles for structuring content presentations for effective learning. Participants in this session will learn practical ways to accommodate the differences between novices and experts and the limitations of working memory without compromising the need for communicating large amounts of information.</p>
1:45 – 3:45 p.m.	<p>Workshop: Low Investment, High Yield: Easy Ways to Incorporate Technology into Teaching and Learning (2.0 credits) <i>Facilitated by: Robin Smith, Ph. D.</i></p> <p>Session Description</p> <p>In this session, participants will be provided with customizable templates that can be used for incorporating appropriate technologies in their current courses. These tools will allow application of the brain-based principles from the plenary session. These rapid development opportunities will provide educationally sound products for immediate use.</p>

LSUHSC-NO Academy for the Advancement of Educational Scholarship
2012 Educational Scholarship Day
Thursday, October 10

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

Posters and Demonstrations

Incorporating Enhanced Dialogue and Open But Anonymous Audience Attitude Assessments Using a Computerized Audience Response System to Teach Medical Ethics.

Gary Duhon, MD, Regina Zambrano, MD

Background: The struggle to achieve effective professional ethics education in the medical field is ongoing. The task is complicated by disagreement about content and about measurable parameters that would indicate an achievement of professional transformation or behavioral shift. Some advocate for a "hidden curriculum,"¹ others propose a "transformative approach,"² and others insist on emphasizing the theoretical aspects of medical ethics.³ The task likely requires a multi-pronged approach, but agreement and tools for measuring success are lacking.

Description: We propose to pilot an innovative teaching method and to design an adaptable questionnaire to evaluate changes in the attitudes of physicians and other health care professionals. Though case based curricula and dialogue are common approaches, we observe that historical written cases sometimes result in dead-end discussions because of the inability to further explore the issues. Our novel approach incorporates real ethical conflicts presented by physicians who experienced them, tasked focus groups, and enhanced interactive dialog as major components of an ethics curriculum. We hypothesize that genuine cases and interaction with physicians who have genuine conflict is a highly provocative means to inspire dialogue among health care professionals, and that a curriculum with a modest amount of theoretical content combined with a facilitated, open discussion among professionals achieves a deeper understanding of the complexities of common medical ethical dilemmas. We have also designed an adaptable rating scale to determine the effectiveness of our approach by measuring immediate changes in health care professionals' attitudes and abilities to formulate opinions about complex ethical issues.

Methods: Thirty-six health care professionals participated in an all-day symposium focusing on the unfamiliar ethical conflicts that arise with new therapies. Physicians from varying specialties presented six cases at the beginning of the symposium and the participants used an audience response system to address statements about each case. Statements described strongly biased ethical positions about the presented dilemma, and the participants ranked their level of agreement using a 5-point Likert-style rating scale. The individual responses were anonymous, but overall results were immediately available so the participants could consider the varied perspectives among their peers. They listened to three 30-minute theoretically based, unbiased lectures about applying medical ethics in general, and then participated in a 90 minute focus group that considered one of these cases in detail. The physician who experienced the case or a representative was available to clarify clinical issues. Each group shared their conclusions and rationale to all of the symposium participants and a wider dialogue of questions, answers and comments followed. The questionnaires were then re-administered using the audience response system. Based on the observations from this pilot, the questionnaire was refined, and the technique reapplied in pediatric ethics rounds at an academic children's hospital.

Results: N =36(pre) and 27(post). Analyzing all questions together, Percentage selecting response C (neutral) was 9.937 before and 2.051 after the intervention ($p = 0.00343$). Percentage selecting response A or E, indicating certainty was 47.288 before and 63.975 after the intervention ($p = 0.00226$). More recent results from pediatric ethics rounds (N=40), using the four statements in the example and a further refined instrument in pediatric ethics rounds indicate more certainty/less uncertainty in all categories except comfort participating in such a decision.

Conclusion: These early observations suggest that our method was an effective means of promoting dialogue and understanding about ethical dilemmas in general, and the strong trend toward decidedness implies that we achieved a deeper level of understanding and ability to draw conclusions and make decisions in ethically-challenged cases. The second application does suggest that our approach might work toward instilling confidence with handling ethical conflict.

References

Hafferty FW, Franks R., The hidden curriculum, ethics teaching, and the structure of medical education. *Acad Med.* 1994 Nov;69(11):861-71
Neill, E, Taylor, C, Making Ethics Education Effective, Georgetown Center for Bioethics, yet unpublished).
Forrow L, Arnold RM, Frader J, Teaching clinical ethics in the residency years: preparing competent professionals; *J Med Philos.* 1991 Feb;16(1):93-112)

Development of and Early Experience with the White Blood Cell Identification Trainer

Daniel Haun, Angela Foley, M.S.; Patsy Jarreau, M.H.S.

Description: A computer-based training tool to teach white blood cell (WBC) identification skills to laboratory science students was developed, implemented and evaluated. The tool is novel in that it allows independent study and practice with large numbers of cells with feedback on performance. The presentation will include a demonstration of the web-based tools, review of student and expert performance data and a filmed demonstration of the robotic image sequence collection process.

Methods: The student identifications are compared to the consensus results from an expert panel of hematology instructors.

Results: Preliminary data indicates that students varied in WBC identification skill, and the literature suggests that skill can be improved with practice and feedback. Data from the expert panel indicated that the experts also varied greatly in skill as measured by the number of discrepancies from the consensus opinion. Item analysis indicates what cell types are most problematic.

Conclusion: The initial experience led to the creation of subsequent versions which are web-based and offering personal computer and mobile device access. The tool can be used in any of four modes: expert data collection, training with immediate feedback, assessment (no feedback) and instructor review mode. Image quality is improved in the new version by using a robotic focusing tool and assembling image sequences that allow simulation of focus. The investigative protocol has been modified to allow for further study of identification skill variability in instructors and in the workforce. The tool has potential in competency assessment and improvement activities.

Previous Presentations: Preliminary data from this project was presented in poster form at Educational Scholarship Day in 2010. A full presentation on the project was delivered at the ASCP Annual Meeting/ WASPaLM XXIV World Congress in Las Vegas, Nevada (October 2011). A manuscript on its development, feasibility and early experience was accepted for publication in Clinical Laboratory Science in January, 2012 (in press).

Online Assessment of Evidence Based Practice Skills: Searching and Critically Evaluating the Literature

Kathryn Kerdloff, M.L.I.S.; Maureen Knapp, M.A.; Richard DiCarlo, M.D.

Background: Second year medical students receive lectures on evidence based medicine and study design, followed by small group sessions focusing on locating and evaluating research studies in PubMed.

Description: We tested all second year medical students' ability to search and critically appraise the medical literature using an online assessment run through SurveyMonkey.™

SurveyMonkey™ is a web-based survey administration tool. We used it to build a clinical case vignette about MMR/autism and asked students to find research studies that would assist in clinical decision making. In addition to data collection, additional SurveyMonkey features included a response tracking and reminder system, simple import of emails, and data export to various formats.

Methods: Following the first lecture/small group, each student received a personalized link to the assessment via email. Students were asked to identify 3 primary research studies providing the "best evidence" that there is no causal association between the MMR vaccine and autism and identify the study design used in their 3 studies. Citations were recorded in SurveyMonkey™ using the PMID number, a unique ID assigned to all articles in the PubMed database. A grading rubric was developed based upon the strength of evidence provided by different study designs.

Results: 191 students submitted a total of 573 citations. Abstracts were reviewed and categorized by study design and strength of evidence. The grading rubric resulted in a reasonable distribution: 22 honors, 113 high pass, 48 pass, 8 fail.

Conclusion: Effective literature searching and critical appraisal skills can be measured using this online testing method. SurveyMonkey is a cost effective and simple tool for administering assessment of evidence based practice skills. Further studies should be done to validate this testing method using additional clinical scenarios.

Teamwork Training of Inter-professional Undergraduate Students

2011-12 EEG Award

John Paige, M.D.; Deborah Garbee, Ph.D.; Vadym Rusnak, M.D.; Richard Dicarlo, M.D.; Alan Marr, M.D.; Qingzhao Yu, Ph.D.

Background: A major contributor to the inadequate teamwork in healthcare is a “silo mentality” that promotes “tribalism.” Educators have attempted to counteract this “hidden curriculum” by increasing opportunities for inter-professional education (IPE) and incorporating high fidelity simulation (HFS) team training into curricula. Such HFS team training has involved either solitary large scale mass training of students or smaller pilot programs. This project studied the impact of a regular, structured HFS inter-professional team training protocol on: 1) students’ team-based attitudes over time, 2) their team-based behaviors in a simulated environment, and 3) their attitudes toward inter-professional learning and collaboration

Description: Student teams from the Schools of Medicine and Nursing underwent a two hour inter-professional team training session using HFS. These sessions were integrated into the third year medical student surgery clerkship and the senior undergraduate nursing student intensive care course.

Methods: During the 2011 – 2012 academic year, 42 inter-professional student teams participated. Students were divided into teams of 3-8 participants consisting of 2 undergraduate nurses, and 1-6 medical students. Sessions involved two standardized simulated scenarios followed by focused debriefing targeting team-based competencies. Students completed several pre- and post-training questionnaires: a self-efficacy tool targeting teamwork competencies, an inter-professional learning attitudes questionnaire, and a teamwork assessment scale rating each other and the entire team. Additionally, they were rated by observers.

Results: Matched pre- and post-training questionnaires were collected from all participants. Over the 42 sessions, 210 team members participated. Students all found the training worthwhile. Quantitative result analysis is ongoing and will be presented.

Conclusion: Inter-professional student team training using HFS can be integrated into the everyday curricula of students in the School of Medicine and Nursing.

A Curriculum for Teaching Scientific Presentation Skills to Graduate Students

Dennis Paul, Ph.D.

Background: Communication of ideas is critical to the careers of all scientists. Scientists with superior presentation and teaching skills are more likely to secure employment and be recognized by their peers. Typically, training of these skills is left to the individual’s mentor, which can vary greatly.

Description: We have designed a course to teach scientific presentation skills. The curriculum comprises introductory didactic instruction and laboratory/Socratic sessions for each skill. Abstract writing, poster design, slide design, 10 min. conference presentations, seminars, lecturing and question writing skills are practiced in a low-stress setting.

Methods: Poster design skills are developed by lecture, critique of departmental posters, and design and presentation on computers. For all oral presentations, we employ peer and instructor critique followed by revision and re-presentation. Development of an appropriate personal style is stressed. We have developed exercises to address critical thinking, and nervousness/panic situations.

Results: Over 15 years that the course has been offered, 76% of students have received formal recognition for a presentation, at local or national meetings, including two ASPET student awards. Student who took the course were three times more likely to win an award for an oral presentation and twice as likely to win an award for a poster presentation as students that did not take the course at the LSUHSC Graduate Student Research Day competition.

Conclusion: A dedicated course, rather than individual mentor-driven instruction, gives students a broader set of presentation skills.

Previous Presentation: Experimental Biology 2012, April 21-25, San Diego, CA.

PollEverywhere LSUOB: Anonymous Instantaneous Resident Feedback

Florencia Polite, M.D.; Stacey Holman, M.D.; Amanda Lemoine, M.D.

Background: Residents express concerns that feedback is difficult to give for fear of retribution and lack of anonymity. Our 2012 ACGME survey results indicated that 27% of residents felt that they could not raise concerns without fear and 23% were unsatisfied with the process to deal with problems/concerns.

Description: Polleverywhere.com is a website designed to replace expensive audience response hardware with standard web technology. Similar polling programs (i.e. those used by the LSU medical students) involve participants purchasing devices that are costly, inconvenient and often malfunction secondary to infrequent use. Using a standard Internet connection and a Smartphone, computer, or iPad, polleverywhere.com gathers live responses via texting, web, or Twitter; thus it is a great tool for all learners, both technologically savvy and unsavvy.

Methods: With a free Polleverywhere .com/LSUOB account, we have created polls for every residency meeting using a combination of multiple choice and open polls depending on the topic. Prior multiple-choice polls have included: amount of residency dues and assessing the climate of the residency. Prior open-ended polls (those that allow the participants to free text responses): use of residency dues, concerns/satisfaction with scheduling changes, and ways to improve the climate of the residency.

Results: The polls have been met with 100% participation and enthusiasm. The results of the polls are stored on the Polleverywhere.com website so that we can access them in the future.

Discussion/Conclusions: Our prediction is that the use of polleverywhere.com will increase resident participation and the honesty of feedback when used in a residency training environment. In addition, we will reassess the climate of the residency again midway through the year and at the end of the year.

Effect of Simulation on Physician Confidence in Management of Intravenous Contrast Reactions

Bradley Spieler, M.D.; William Mullen, M.D.; Hilary Thompson, Ph.D.; Daryl Lofaso, M.Ed.; Hafez Khalili, B.S.; David Smith, M.D.; Aran Toshav, M.D.; Sameer Gadani, M.D.; Maanasi Burak, M.D.

Background: To investigate the integration of simulation into radiology as based on the book *Simulation in Radiology* as well as multiple relevant articles on simulation.

Description: To evaluate the capacity of simulation to improve radiology resident confidence in the management of intravenous contrast reactions.

Materials and Methods: Six radiology residents underwent pre-simulation testing to evaluate confidence level ranging from "not confident at all" to "completely confident" in the unsupervised diagnosis and treatment of various complications associated with the use of intravenous contrast. Subjects subsequently completed six simulations followed with post-test evaluation of confidence. Pre- and post-test scores were compared using a sum of confidence variables and an experienced weighted sum of confidence variables.

Results: Confidence variables are a scale of a resident's confidence in treating a specific contrast reaction with "not-confident" representing a 1 to "completely confident" representing a 5. When the sum of confidence variables are added pre- and post-simulation training, we see a trending increase from 298 pre-simulation to 347 post-simulation. When experience score is determined by the number of times a resident has treated a particular contrast reaction, and the confidence variables are weighted by this score, we see an interesting trend. The self-assessed "not-confident" residents had confidence variables increase from 141 pre-simulation to 158 post-simulation, and "confident" residents saw a confidence variable increase from 157 to 189.

Conclusion: Radiology resident confidence level in diagnosis and managing contrast reactions can be improved with simulation. Simulated experiences incorporated into resident training can improve physician management when they occur. Ultimately, we would like to expand this project to develop a training course for any physician using contrast.

Moderated Mediation Contributes to the Variability of the Speed-Ability Tradeoff in Multiple Choice Examinations

James Thompson, Ph.D.

Background: Educational assessment in the medical professions is in the midst of significant structural change. Increasingly, students will be assessed by outcomes-based evaluation systems that will measure competency in performing essential tasks. I take competency determination (competent/not competent) to reflect binary cut-offs on underlying expertise factor dimensions. Research into the nature and acquisition of expertise in many different domains suggests the presence of at least two such factors, viz. "quality" of work product (ability) and speed.

Description: This project describes a moderated mediation model for the conjoint measurement of speed (answer response time) and ability (answer accuracy) and utilizes the model to predict speed-ability tradeoffs.

Methods: A panel of 183 medical students was followed over two academic years and both person question answer accuracy and person answer pace for individual multiple choice questions were assessed. Much of the data was not normally distributed. Consequently, bootstrapping was used for parameter estimation.

Results: Most persons had model intercepts, direct effects, and indirect effects that were not 0. Confidence intervals were such that comparisons could be made between persons as well. Thus, the moderated mediation model permitted psychometrically-justified ranking of students with respect to the model pathways. Person pathway coefficients could also be used to estimate summative parameters associated with persons, viz. average ability and average pace. Correlation coefficients for these effects were "large" (~.7 for person ability and ~.8 for person pace). Finally, speed (pace)-ability (exam score) responses as moderated by question score could be explicitly modeled based on the observed person parameters. Person response surfaces were individual and highly heterogeneous.

Conclusion: The methods described here can be used to predict both person speed and accuracy and the interaction between them in the context of varying difficulty. Such evaluations may be important in the assessment of competence.

Impact on Physical Therapy and Audiology Students of an Interprofessional Case-Based Learning Experience on Knowledge of the Diagnosis and Treatment of Individuals With Vestibular Disorders

Rachel Trommelen, P.T., D.P.T.; Laurie Hebert, Au.D; C.C.C-A.; T. Kirk Nelson, Ph.D., M.P.T.

Background: The differential diagnosis and management of individuals with dizziness and imbalance resulting from vestibular disorders is complex. It often involves many health care providers, including but not limited to physicians of various specialties, physical therapists, and audiologists. Patient outcomes are enhanced when these professionals are able to communicate and collaborate effectively. As a general trend, no interaction occurs between physical therapy (PT) and audiology (AUD) students during their didactic preparation. It would be hypothesized that if the PT and AUD students work together during school, collaboration and communication should continue in the clinical setting.

Description: This study investigated the implementation of a case-based learning (CBL) experience with PT and AUD students. The purpose of the experience is to assist the learners in understanding the role of the other profession, how and when make an appropriate referral to each other, and how to professionally collaborate and communicate examination findings and interpretation with the other profession.

Methods: A pre-test/ post-test survey was administered to both groups of learners. Responses to open-ended questions were analyzed qualitatively to ascertain the perceived effectiveness of the CBL experience. Non-parametric descriptive and correlation statistical methods were used to analyze the results.

Results: The data analysis revealed that all learners, regardless of program, increased significantly ($\alpha=0.05$) their reported confidence level on items assessing knowledge base with regards to management of individuals with vestibular disorders. The findings of the open-ended questions indicated a high satisfaction level and knowledge gained.

Conclusion: This experience provided an effective method of instruction for both the management of individuals with vestibular disorders and communication/collaboration across disciplines. Quantitative and qualitative results from this study will be used to enhance the CBL experience next year.

Academy Member Accomplishments

We've been hearing from Academy members about their recent accomplishments. While this list 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!

Academy members,

Please continue to send us your news of educational excellence and scholarship achievements. Please send to kkerdo@lsuhsc.edu or omerad@lsuhsc.edu.



Academy members work together on exploring and developing inter-professional education innovations during the 2012 Spring Symposium.



Rodney J. Hoxsey, MD, Teaching Scholar
Obstetrics & Gynecology, School of Medicine

- Received the 2012 National Excellence in Teaching Award from the Council on Resident Education in Obstetrics & Gynecology (CREOG)
- Continues to serve on the American Congress of Obstetrics & Gynecology (ACOG) Simulation Consortium Committee to develop, validate & disseminate simulation curricula in OBGYN.
- Facilitated an OBGYN Simulation Hands-on Learning Laboratory at the 5th Annual ACS AEI Postgraduate Course: *Defining the Role of AEIs in Continuing Professional Development*, New Orleans, Louisiana, September, 2012.
- Navas J, Nguyen L, Hoxsey R. *Performance and retention skills amongst novice and experienced residents on a virtual-reality hysteroscopy training simulator*. Paper presented at the annual meeting of the Association of Professors in Gynecology & Obstetrics and Counsel on Resident Education in Obstetrics & Gynecology (APGO/CREOG), Orlando, Florida, March, 2012.
- Hoxsey RJ, Ashford B, Yang T, Paige J. *Differences in Laparoscopic Skills Performance Based on Gender, Resident Specialty and Experience Level*. Poster presented at the annual meeting of the Association of Professors in Gynecology & Obstetrics and Counsel on Resident Education in Obstetrics & Gynecology (APGO/CREOG), Orlando, Florida, March, 2012.
- Faculty Advisor, Senior resident research project : John Navas, M.D. titled, *Performance and retention skills amongst novice and experienced residents on a virtual-reality hysteroscopy training simulator*, 2012.

James Thompson, PhD, Master Teacher
Microbiology - School of Medicine (retired)

- Thompson J, Yang T, and Chauvin SW. *Panel Longitudinal Stability Analysis of Student Examination Pace and Its Relationship to Didactic Ability*. Paper presented at the [American Educational Research Association \(AERA\)](#) meeting in Vancouver, BC, April 14, 2012 (Research Using Longitudinal Data: Latest in Longitudinal Data Systems Used, Topics Studied, and Methods Applied Special Interests Group). The paper is archived in the AERA Online Repository.

Joseph LaRochelle, PharmD, Fellow
Pediatrics, School of Medicine

- LaRochelle J, King A, Tanas M, Day K, Marshall H, Patel S, Tayler A. The Pharmacy practitioner's guide to publishing, *Hospital Pharmacy*, 47:4; 2012. 279-284. The article describes the steps in the publication process to assist practitioners when submitting scholarly works for publication.

Bradley Spieler, MD, Associate
Radiology, School of Medicine

- Grand Rounds in Urology: "Prostate MRI. Diagnosis and utility" and again for the Urology Multidisciplinary Genitourinary Oncology and Tumor Board; September 27, 2012.
- Starting the first radiology / OB/GYN interdisciplinary conference in concert with Stacey Holman MD (Associate member, OB/GYN). Begins 10/26/12.
- Developed inaugural Radiology research symposium, 9/5/12. Residents presented projects from the preceding year.

More Academy Member Accomplishments

Marie Acierno MD, Fellow

Ophthalmology - School of Medicine

- Conceived the *Eye Opening Program Event* for Kindergarten Students at Episcopal in Baton Rouge with medical students to educate young students in the community about the importance of vision, "respect for spectacles", and lessons about assisting poorly sighted persons given October 2012
- Received *Excellence in Clinical Teaching Award* presented at resident graduation 2012
- Selected as a Fellow in the *Hedwig van Ameringen Executive Leadership in Academic Medicine® (ELAM) Program for Women* at Drexel University College of Medicine 2012-2013 .

Robin English, MD, Teaching Scholar

Pediatrics - School of Medicine

- Grand Rounds in Pediatrics: *Evaluating Students: A Look at Trends, Challenges, and Implications*
- Participated in a leadership role in the development and initiation of the *Houses Program*, a longitudinal mentorship program for the School of Medicine.

Jeffrey Surcouf, MD, Fellow; Costa Dimitriades, MD, Fellow; Brian Barkemeyer MD, Master Teacher (Pediatrics, SOM; and Stacey Holman, MD, Associate; and Rodney Hoxsey, MD, Teaching Scholar (Obstetrics & Gynecology, SOM) and others were key project personnel during the 2011-12 academic year for a multi-arm, point-of-care simulation-based training demonstration and evaluation project. Funded by the LA Legislature through the LA Health Works Commission and the LA Board of Regents, Sheila W. Chauvin, PhD, MEd, Academy Director, was the PI/PD; Charles Hilton, MD, Teaching Scholar, was the Co-PI/PD.

Bonnie Desselle, MD, Teaching Scholar

Pediatrics, School of Medicine

- Desselle BC, English R, Hescoock G, Hauser A, Roy M, Yang T, Chauvin SW. Evaluation of a faculty development program aimed at increasing residents' active learning in lectures. *JGradMedEd*, accepted for publication. This publication resulted from Dr. Desselle's scholarship project while enrolled in the *Academy Docere Fellowship in Health Professions Education*.

The Houses: Mentoring and Professionalism Development Program

In response to a growing recognition that our medical students lacked mentorship with respect to the development of professional attributes, the School of Medicine has developed a system that incorporates early mentorship of first year students by clinicians and basic scientists.

Through an application process initiated by Dean Nelson, clinical and basic science faculty were selected to become mentors. Responsibilities include teaching in the first year clinical skills course and formally mentoring 4-5 students per class. As students advance to the second year, they will maintain their relationships with the group mentors who will also teach physical diagnosis to their mentees. In the third and fourth years, mentors will continue to meet with mentees and assist in the residency specialty selection and application process. The students and their faculty are divided into Houses. The Houses serve as learning communities for camaraderie, mutual support, and professional development. Each House will have their own community service projects and meet three times a year for seminars that highlight different aspects of being a physician.

Academy members involved in the program as House Leaders or Advisors include Robin English, MD (Pediatrics), Fred Lopez, MD and Richard DiCarlo, MD (Internal Medicine), Bill Swartz, PhD (Anatomy and Cell Biology), and Mary Coleman, MD (Family Medicine). Other Academy members who are serving as House faculty include Juzar Ali MD (Internal Medicine), Brian Barkemeyer MD (Pediatrics), Amy Creel MD (Pediatrics), Gary Duhon MD (Pediatrics), Paula Gregory PhD (Genetics), Amparo Gutierrez MD (Neurology), Jay Jescocock MD (Pediatrics), Jeffery Hobden PhD (Microbiology, Immunology, & Parasitology), Stacey Holman MD (Obstetrics & Gynecology), Tom Lal-lier PhD (Dentistry), Angela McLean MD (IM), Bradley Spieler MD (Radiology), and Mark Townsend MD (Psychiatry).

Academy Members

The Academy Business Meeting will be from 9:00-9:30 a.m. in the Isidore Cohn, Jr. Learning Center: 6th floor, LSU-Lions Building prior to the 2012 Fall Symposium.



Rachel Dawkins, MD (Fellow) and Bonnie Desselle, MD (Teaching Scholar) collaborate during a small group hands-on application.

LSUHSC Continuing Education

CME: http://www.medschool.lsuhs.edu/medical_education/cme/.

CNE: <http://nursing.lsuhs.edu/ContinuingEducation/Programs/index.cfm>



Opportunities to network during lunch at Academy symposia provide opportunities for meeting new colleagues, sharing resources, and exploring collaborative educational projects.

Still More Academy Member Accomplishments

Judith A. Gentry RN MSN OCN CNE, Fellow
Clinical Nursing - School of Nursing

- *Preceptor Workshops Interdisciplinary Project for Graduate and Undergraduate Preceptor Education.* Poster presentation at Drexel University Nursing Education Institute, Savannah, Georgia, June, 2012. Also to be presented at the Second Annual Cheryl Sanders Research Day at East Jefferson General Hospital, October 12, 2012. Judith received an EEG grant in 2010 and continues to teach and inform nurses throughout the country about her interdisciplinary project. She continues to conduct the workshops.

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

- Robertson HJ, Paige JT, Bok L (Eds.) *Simulation in Radiology.* NY: Oxford Press, 2012. The book is available for check out from the library. The book is an overview of computer use in simulation, educational principles in simulation, development of simulation labs, and much more.

Timothy "Kirk" Nelson PhD, Fellow
Department of Physical Therapy - School of Allied Health

- *Impact of an Intra-disciplinary Case-based Learning Experience on the Knowledge Regarding Professional Roles of Physical Therapy and Physical Therapist Assistant Students.* Poster accepted for the [American Physical Therapy Association \(APTA\) Combined Sections Meeting](#) in San Diego, California, from January 21 - 24, 2013.

New Teaching Resources to be Available through a 2012-13 Academy EEG Award

Academy Fellows, Maureen "Molly" Knapp MA
Isché Library - School of Medicine & School of Allied Health and Timothy "Kirk" Nelson PhD received a 2012-2013 Educational Enhancement Grant for their proposal titled, "*Development and Utilization of an Educational Film Library to Enhance Active Learning and Inter-professional Education at LSUHSC-NO.*" The grant allowed them to purchase educational films and documentaries. During the year, they will be developing corresponding teaching guides. The following DVDs are available for checkout from the LSUHSC library:

- [Lives Worth Living](#)
- [MurderBall](#) (see movie night announcement on this page)
- [The Sound and the Fury](#)
- [The Sound and the Fury: Six Years Later](#)
- [Worlds Apart: A Four-Part Series on Cross-Cultural Healthcare](#)
- [Money-Driven Medicine](#)
- [A Village Called Versailles](#)

For questions or to suggest other films to add to this IPE collection, please email mknapp@lsuhsc.edu or tnelso2@lsuhsc.edu.

Inter-professional Education ("IPE") Movie Night

Wednesday, November 8th, 2012
 6:30-9:00 p.m.

LSUHSC Faculty, staff and students are invited to experience the first Inter-professional Education ("IPE") Movie Night on Wednesday, November 8th, 2012 from 6:30-9:00 p.m., MEB Lecture Room A, 1st Floor Medical Education Building. Come join us as we watch and discuss *MurderBall*, an award winning film about paraplegics who play full-contact rugby in Mad Max-style wheelchairs - overcoming unimaginable obstacles to compete in the Paralympic Games in Athens, Greece. Kirk Nelson, Assistant Professor of Physical Therapy and Molly Knapp, Reference Librarian, will lead a short facilitated discussion after the film. *Food and drink will be provided.*

For more information email mknapp@lsuhsc.edu or tnelso2@lsuhsc.edu. This event is funded by a 2012-2013 Academy Educational Enhancement Grant for *Development and Utilization of an Educational Film Library to Enhance Active Learning and Inter-professional Education at LSUHSC-NO.*

Swipe Away

If you've attended any recent Academy events, you will have noticed your check-in at the event is recorded by swiping your LSU ID or providing your employee ID number. The Academy office was the first on campus to embrace the technology for recording attendance directly into the Office of Continuing Medical Education's database.

Chris Callac, Information Management Specialist in the Office of Medical Education, developed the CME database and attendance recording program to allow attendance to be captured at events using ID card scanners. The scanners are equipped to record only the employee ID number and the time of registration. Recording the time is an important requirement for maintaining CME accreditation.

Academy event attendance and certificate retrieval for attendees is available through the Continuing Medical Education's Web site. To view your attendance, print your CME/participation certificate, go to http://www.medschool.lsuhs.edu/medical_education/cme/ and click on the CME transcript link on the left. Once you have entered your LSU login and password, you will be able to view and print your transcript.

Laura J. Bell
 Director of Continuing Medical Education
 Email: lbell@lsuhsc.edu

Consider Becoming a Member of the Academy

Who should join the Academy?

- Faculty members who devote a significant portion of their academic time to teaching and educational activities.
- Faculty members who have an interest in improving their teaching and contributing to the field of health sciences education.
- Residents, fellows, and graduate students who are interested in potentially pursuing an academic career which involves teaching and educational activities.

What are the benefits of being a member in the Academy?

- Access to workshops and other faculty development activities targeting teaching and educational scholarship
- Experience developing the educational portfolio required for academic advancement
- Opportunities to apply for educational enhancement grants
- Unique opportunities for collaboration with other health science professionals in teaching and education

What are the options for becoming a member in the Academy?

- **Protégé:** For residents, fellows, and graduate students only. Requires a brief application, CV, and 2 letters of support from your supervisor and an Academy sponsor.
- **Associate:** For any faculty member at LSUHSC. Requires a brief application, CV, and a letter of support from your supervisor.
- **Fellow, Master Teacher, and Teaching Scholar:** Requires an educational portfolio, CV, and a letter of support from your supervisor. Additional letters may be submitted as well.

MEMBERSHIP CATEGORIES

The table below summarizes key features of each membership category and the required Educator Portfolio components.

Membership Category	Eligibility	Educator Portfolio – Required Components					
		Cover Page	Structured Personal Statement	Letter of Support	Curriculum Vita	Teaching Record	Education Domain Sections
Protégé	Resident, Fellow, Post-doctoral fellow, Doctoral student in good standing Commitment of at least one Academy member to sponsor/mentor Specific focus and/or goals for educator development	✓	✓	1	✓		
Associate	LSUHSC-NO faculty Engaged in ≥ 1 educational domains*	✓	✓	1	✓		
Fellow	LSUHSC-NO faculty ≥ 2 years Engagement and evidence of excellence ≥ 1 domains	✓	✓	1	✓	✓	≥ 1
Master Teacher	LSUHSC-NO faculty ≥ 2 years Engagement, excellence, and scholarly approach ≥ 2 domains > 1 scholarly publication/dissemination	✓	✓	1	✓	✓	≥ 2
Teaching Scholar	LSUHSC-NO faculty ≥ 2 years Excellence and scholarly approach ≥ 3 domains Record of scholarly publication/dissemination Regional, national, and/or international recognition as an educator	✓	✓	1	✓	✓	≥ 3

*Education Domains: 1) Teaching; 2) Curriculum Development, Instructional Design, Assessment of Learning; 3) Advising and Mentoring; 4) Educational Leadership and Service; and 5) Educational Research

Application portfolios may be submitted at any time and peer-reviews are conducted on a quarterly basis, beginning the 15th of March, June, September, and December. An annual recognition and induction program is held as part of the Academy Fall Symposium and Educational Scholarship Day each October. Membership is for five years and is renewable through peer review of an up-to-date application portfolio. Please visit the Academy website to download the portfolio templates and the complete *Guide to Applying for Membership*. NOTE: The Academy application portfolio was adopted by the School of Medicine in the Spring 2010 for use in its academic advancement review process.

Want to know more? Talk to an Academy member or visit the Academy website:

<http://www.learningcenter.lsuhsu.edu/academy>

The Academy for the Advancement of Educational Scholarship

Conceptualized in 2002 and established in 2004, the Academy is a health-sciences-center-wide initiative of the Chancellor's Office at LSUHSC-New Orleans. The Academy exists to support an interdisciplinary community of educators that nurtures and recognizes excellence and scholarship in teaching and education. Administratively, the Academy is supported by the Office of Medical Education Research and Development and its Director, Dr. Sheila Chauvin (schauv@lsuhsc.edu), who is also the founding Director of the Academy. Dr. Chauvin works closely with the Academy's Executive Council, Advisory Groups, and Member Working Groups.

MISSION

To nurture and recognize excellence, scholarly practice, and scholarship in teaching and education through faculty development, advocacy, collaboration, and creativity.

VISION

To be a locally valued and nationally recognized inter-professional community of educators actively engaged in the ongoing pursuit of teaching and educational excellence and scholarship.

CORE PURPOSES

- Facilitate institutional commitment to excellence and scholarship in teaching and education;
- Advance and reward faculty members' excellence, scholarly practice, and scholarship in teaching and education throughout their academic careers;
- Facilitate high quality faculty development and mentoring in teaching and educational scholarship;
- Engage faculty members from across the health professions as an inter-professional community of educators; and
- Contribute to the field of health professions education through innovation, collaboration, and scholarship.

To date, 77 faculty members from across the professional schools at LSUHSC-New Orleans have been inducted into the Academy. These Academy members include six Associates, 39 Fellows, 18 Master Teachers, and 14 Teaching Scholars. By school, membership represents the following: eight in Allied Health Professions, three in Dentistry, 53 in Medicine, five in Nursing, and eight in public health. Five members are no longer at LSUHSC-New Orleans.

Additional details about benefits, expectations, and application for membership are on the Academy website.

The Academy – New Address
Bookmark it and check the website regularly for updates!
<http://www.learningcenter.lsuhs.edu/academy>

Office of Medical Education Research and Development
 Isidore Cohn, Jr. Learning Center, Suite 657
 LSU-Lions Building
 School of Medicine
 New Orleans, LA 70112
 Phone: 504-568-2140
 Fax: 504-599-1453
omerad@lsuhsc.edu

The Academy Bulletin is produced:
 Kathy Kerdolff, Master Teacher
 Sheila W. Chauvin, Academy Director



LSUHSC Faculty work in teams to plan, learn, and advance excellence and scholarship through inter-professional education.