



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

Academy Bulletin

Save the Dates

- [Wednesday October 9, 2013](#)
Educational Scholarship Day and Fall Symposium, Isidore Cohn, Jr. Learning Center
- [Thursday, October 31, 2013](#)
Deadline for Academy membership renewal applications
- [Monday, December 16, 2013](#)
[Monday, March 17, 2013](#)
Deadlines for next review cycles of Academy membership applications
- [Wednesday April 2, 2014](#)
Spring Symposium and Faculty Development Program, Isidore Cohn, Jr. Learning Center

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From the Director. . . .

The 2013 Academy Educational Scholarship Day and Fall Symposium will be October 9. On pages 3-10 you will find the complete program. This year's Educational Scholarship Day includes 13 peer-reviewed posters and demonstrations. The Educational Scholarship Day concludes with a brief Academy recognition program.

The theme for this year's Fall Symposium focuses on teaching based on how people learn. John Pelley, PhD will present the plenary session, *Teaching to Transform the Brain*. Six small group, interac-

tive sessions will be available in the afternoon segment of the Fall Symposium. Please join us for the day or whatever portion fits your schedule — and bring along some colleagues.

Listed on page 2, you will find descriptions of the six Educational Enhancement Grant proposals that were funded for the 2013-14 academic year. Congratulations to all! In this issue you will find news about other Academy member achievements, awards, developments, and opportunities.

I look forward to seeing everyone on October 9 for the Educational Scholarship Day and Fall Symposium. Of course, I always welcome your input and suggestions.



Sheila W. Chauvin, PhD, MEd

2013 Fall Symposium Plenary Speaker: John Pelley, Ph.D.



Dr. John Pelley is a professor of Cell Biology & Biochemistry at Texas Tech University Health Sciences Center, School of Medicine. In addition to teaching, he has served as course director for Medical Biochemistry, admissions dean, department chair and Associate Dean for Academic Affairs. Dr. Pelley also served as the inaugural chair of the Texas Tech Health Sciences Center Teaching Academy. He has been recognized with many awards including: the Medical Education Scholarship Award from the Southern Group on Educational Affairs (2006), the Alpha-Omega-Alfa Robert J.

Glaser Distinguished Teacher Award (2010) and the TTUHSC Chancellors Council Distinguished Teacher Award (2010).

During his decade-long tenure as Associate Dean, the challenges of helping students with learning issues caused him to acquire a strong interest in the learning process. He has spent the last 25 years working on educational projects instead of bench research. Among Dr. Pelley's publications is a learning styles book, *SuccessTypes in Medical Education*, is available as a free download from his website, www.ttuhscc.edu/SOM/success.

Dr. Pelley is invited frequently by medical schools to present topics such as: learning style, the neurobiology of learning, teaching clinical reasoning, and concept mapping. When asked about his plenary presentation, he shared that it will target helping faculty understand both teacher's role in instruction and the student's role in transforming themselves into producers of their own understanding. Personality insights and brain research will be related to practice issues of teaching and learning for both small group and lecture settings.

Aryn Karpinski, Ph.D. Joins the OMERAD



Dr. Aryn Karpinski joined the LSU School of Medicine on August 1st as an Assistant Professor – Research and the Measurement and Statistics Specialist in the OMERAD. She devotes 100% of her effort to this role. Dr. Karpinski has a very strong educational research and measurement background and has already demonstrated a productive record of scholarly publications and presentations.

Prior to joining LSU School of Medicine, Dr. Karpinski was a member of the faculty at Kent State University where she was an Assistant Professor of Evaluation and Measurement in the Department of Foundations, Leadership, and Administration, College of Education. In that role since 2010, Dr. Karpinski taught a variety of doctoral courses in educational research, measurement, and statistics and advised doctoral students in their programs and for their dissertation studies.

Dr. Karpinski holds a Bachelor of Arts with Honors in Psychology (2004) from Miami University and a Master of Science (2006) in Life-Span Developmental Psychology (2006) from West Virginia University. While at The Ohio State University, Dr. Karpinski obtained a Master of Art (2009) and a Doctor of Philosophy (2010) in Quantitative Research, Evaluation, and Measurement. Dr. Karpinski filled the vacancy left by Dr. Tong Yang's departure to pursue residency training in pathology. In the OMERAD, she leading and conducting quantitative and statistical analyses for the OMERAD and other collaborative projects. She will provide consultation to faculty members interested in pursuing educational evaluation, research, and scholarship projects, and leading faculty development workshops. One of Dr. Karpinski's research interests involves social media and she is already collaborating with some faculty members in the School of Medicine who share her interest. Dr. Karpinski and Dr. Chauvin will be facilitating a small group session at the Academy Fall Symposium on Educational Research and Scholarship.

Docere Fellowship in Health Professions Education 2013-2015

This past spring three Academy members were accepted into the new Docere Fellowship in Health Professions Education program. Congratulations to Academy Fellows **Joseph LaRochelle, Ph.D.** (Medicine), **Michael Stumpf, M.D.** (Medicine–Baton Rouge campus), and **Rachel Trommelen, D.P.T.** (Allied Health Professions). They began the Docere Fellowship in July 2013 and will graduate in June 2015.

The Docere Fellowship is a cohort-based faculty development program designed to expand knowledge and skills in four primary education domains: 1) Research and Scholarship, 2) Leadership, 3) Curriculum and Instruction, and 4) Teaching, Learning, Assessment, and Evaluation. In addition, Fellows receive individualized mentoring to develop and complete an educational research/scholarship project. Fellows meet one afternoon per month and complete readings and an individual learning activities on their own to prepare for and expand learning from the face-to-face, interactive sessions. In addition, they participate in one-on-one mentoring and advising to personalize professional development and achieve steady progress with their scholarship project.

Sheila Chauvin, Ph.D., M. Ed., Academy Director, created the program and curriculum and administers the program. New to the OMERAD as an Assistant Professor-Research and its Measurement and Statistics Specialist, Aryn Karpinski, Ph.D., has joined Dr. Chauvin inn leading sessions and providing mentorship to the Fellows. Other faculty and Academy members are invited to present to and work with the Fellows for certain topics and sessions.

Previously, Dr. Bonnie Desselle, Teaching Scholar (SOM, Pediatrics), completed the Docere Fellowship. Her educational scholarship project targeted active learning and critical thinking in residency education. She achieved several peer-reviewed presentations and published her educational applied research study in the December 2012 issue of the Journal of Graduate Medical Education.

For more information about the Docere Fellowship program, please visit the Academy website.

Educational Enhancement Grants Awarded for 2013-2014

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 2013. A total of six projects were awarded funding for the 2013-14 academic year. Project teams will be introduced at the Academy Recognition Ceremony on October 9. These projects will be presented at the 2014 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)

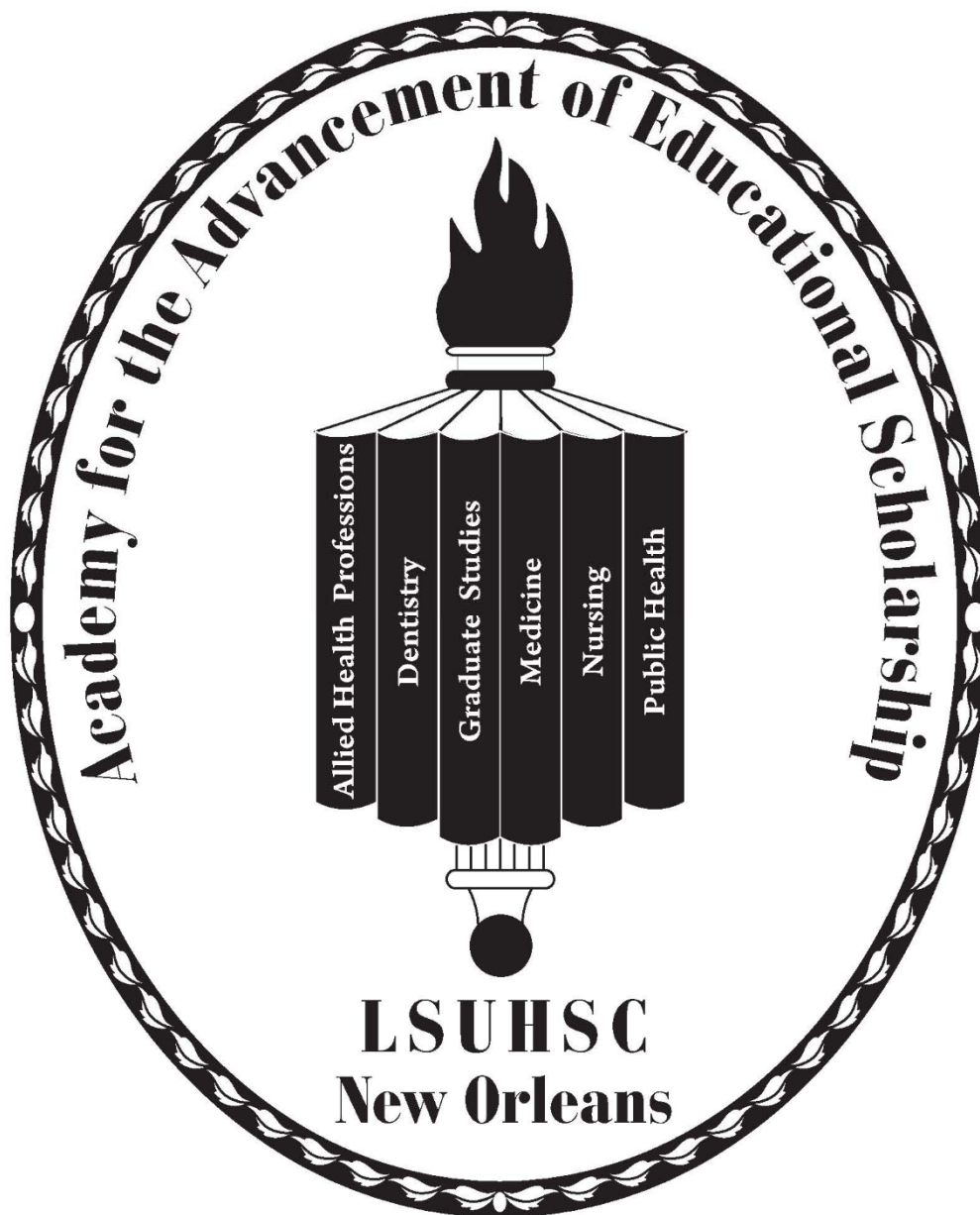
Project Title	Project Team	Funding Award
Academy Travel Supplement	Celestine Carter, PhD (Adult Health, SON) Shannon Mangum, MPS, LOTR (Occupational Therapy, SAHP) Jo Thompson, MA, CTRS (Occupational Therapy, SAHP)	\$1,000
Academy Travel Supplement	Kathryn Kerdolff, MLIS, AHIP (Ische Library, SOM)	\$400
Anatomy and Pathology: Linked Together in Educational Advancement	Bill Swartz, PhD (Anatomy, SOM) Robin McGoey, MD (Pathology, SOM) Guenevere Rae (Anatomy, SOM)	\$2,108
Quality Improvement in Health Literacy for an Interprofessional Team of Leaders	Angela McLean, MD (Internal Medicine, SOM) Mary Coleman, MD (Family Medicine, SOM)	\$4,575
Educating for Change	Richard DiCarlo, MD (Internal Medicine, SOM) Lesley Saketkoo, MD (Internal Medicine, SOM)	\$7,965
Medical Student Suturing Curriculum	John Paige, MD (Surgery, SOM) Jennifer Mooney, MD (Surgery, SOM) Patrick Greiffenstein, MD (Surgery, SOM) Nicole Dominique-Maikell (Surgery, SOM) Vladimir Kiselov, MD (Surgery, SOM) Qingzho Yu, PhD (Biostatistics, SPH)	\$3,952

Collaboration Corner

Do you have an idea for an educational innovation, research or scholarship project? Are you looking for colleagues who may be interested in joining you? Send a brief description in an email message to omerad@lsuhsc.edu or call 504-568-2140 to discuss your idea or project and we will help you find others who share your interest.

The OMERAD was established in the School of Medicine in October 2002 as a school-wide resource and consultant center for promoting excellence, innovation, research, and scholarship in teaching and education.

omerad@lsuhsc.edu
504-568-2140



LSUHSC-NO Academy for the Advancement of Educational Scholarship
2013 Spring Symposium and Faculty Development Day
Schedule of Events
Wednesday, March 13
In the
Isidore Cohn, Jr. Learning Center, LSU-Lions Building, 6th Floor



2013 Fall Symposium and Educational Scholarship Day

Wednesday, October 9

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

Time	Program Agenda		
7:45 – 8:15 a.m.	Final Poster and Demonstration Set-Up Registration and Continental Breakfast		
8:15 - 8:50 a.m.	Academy Business Meeting – <i>Members only</i>		
9:00 – 11:00 a.m.	Educational Scholarship Day Oral Abstracts, Posters and Demonstrations		
11:00-11:30 a.m.	Annual Academy Recognition Program		
11:30 a.m.– Noon	Lunch Buffet		
12:00 – 1:15 p.m.	<p>Teaching to Transform the Brain (1.25 credits)</p> <p>John Pelley, PhD <i>Associate Professor</i> Department of Cell Biology and Biochemistry School of Medicine, Texas Tech University Health Sciences Center</p>		
	<p>Concurrent Sessions (1.25 credits each) – Attend one from each time period.</p>		
1:30 – 2:45 p.m.	<p>Doing More with Moodle <i>Tom Lallier, PhD</i></p>	<p>Hands-on with Educator Portfolios <i>Sheila Chauvin, PhD, MEd</i></p>	<p>Teaching Based on Learning <i>John Pelley, PhD</i></p>
3:00 – 4:15 p.m.	<p>Using Voice-Over PowerPoint™ to Enhance Learning <i>Muturza “Zee” Ali, MD</i></p>	<p>Doing Educational Research and Scholarship <i>Sheila Chauvin, PhD, MEd</i> <i>Aryn Karpinski, PhD</i></p>	<p>Teaching that Promotes Thinking <i>Guido DeJesus, MD</i></p>

Activity Credit for Physicians and Nurses

The Louisiana State University School of Medicine, New Orleans is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The Louisiana State University School of Medicine, New Orleans designates this live activity for a maximum of 3.75 *AMA PRA Category 1 Credit(s)*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

LSUHSC School of Nursing is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Nursing participants can earn up to 3.75 continuing nursing education contact hours; participants must attend the entire session and must complete the evaluation.

Advanced registration appreciated to plan effectively for materials, lunch and break refreshments.

To register, please email omerad@lsuhsc.edu by Thursday, October 3, 2013.

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 us on October 9.

Academy website: www.learningcenter.lsuhs.edu/academy

Want to receive education updates and announcements of available Academy programs, opportunities, and resources?
Send an email message to omerad@lsuhsc.edu to be added to the OMERAD distribution list.

Developing a Holistic Prevention and Wellness Resource

Kelly Alig, MA; Tina Ginaldo, PT, PhD, DPT, MHS; Shannon Mangum, MPS; Jo Thompson, MA

This poster presentation will focus the development of *The Lifelong Guide to Wellness and Prevention*, a 29-page evidence-based wellness booklet, within Community Based and Specialized Practice and Management courses during the fall semester in the occupational therapy department. Students applied the principles of developing a business plan and program planning in the creation of a health information resource targeting multiple domains: physical, dental, psychosocial, financial, vocational, spiritual and cognitive.

Each group of students researched wellness and prevention tips by decades, teens through the 80s. The students had learning milestones to complete, such as an industry analysis of healthcare, researching the leading causes of death for Louisiana citizens, developing quality assurance indicators, and conducting a SWOT analysis. In addition, they also: a) posted 3 weekly resources that focused on prevention in their decade, b) developed a list of stakeholders to collaborate with, c) created a mission and vision statement for the booklet, d) provided ongoing group feedback, and e) applied concepts of marketing, cultural competence, and health literacy. Time management, consensus building, and communication skills were critical in maintaining the forward motion of the project.

The development of this resource is aligned with Institute of Medicine's report, an *Integrated Framework for Assessing the Value of Community-Based Prevention* (2012). As defined by the IOM (2012), community-based, non-clinical prevention policy and wellness strategies should be aimed at

- preventing the onset of disease,
- stopping or slowing the progress of disease,
- reducing or eliminating the negative consequences of disease,
- increasing healthful behaviors that result in improvements in health and well-being, and/or
- decreasing disparities that result in an inequitable distribution of health.

This poster presentation will highlight how this project honors the IOM's framework. In addition an overview of each assignment and long term outcomes resulting from this project will be addressed.

Resources: IOM. 2012. *Integrated Framework for Assessing the Value of Community-Based Prevention*. Washington, DC: National Academy Press.

Evidence of other dissemination (e.g., previous presentation(s), publication):

Sample Previous Presentations:

- June 2013 - Mangum, S., Thompson, J., Carter, C. Louisiana State University Health Sciences Center Department of Occupational Therapy and School of Nursing. "Interprofessional "Education and Practice: Applying the Evidence to Clinicians' Role in Health Management of Chronic Conditions," New Orleans, Louisiana.
 - 2012- 2013 - Mangum, S., Carter, C., Thompson, J. Educational Enhancement Grant through the Academy for the Advancement of Educational Scholarship titled: Exploring Professionals Cultural Sensitivity through IPE: Bridging Collaborative Gaps Utilizing a Lymphedema Case.
 - August 2012 - Mangum, S., Thompson, J., & Alig, K., Louisiana State University Health Sciences Center's Department of Occupational Therapy and Delgado Community College's Department of Occupational Therapy Assistants Program, "Promoting OT/OTA Student Fieldwork Success – A Collaboration Between Academic Programs and Fieldwork Educators, New Orleans, LA.
- April 2008 - Alig, K. & Mangum, S. & Thompson, J., American Occupational Therapy Association's Annual Conference, "Occupational Therapy's Role in Rebuilding Lives of Clinicians and Clients Following Disaster," Long Beach, California.

The Development and Utilization of an Educational Film Library to Enhance Active Learning and Interprofessional Education at LSUHSC-NO

T. Kirk Nelson, PhD; Maureen Knapp

It has been well documented that the use of educational films in the classroom of the health professions increases active participation in and enhancement of the learning experience. Documentaries and other film utilized for educational purposes have been shown to increase classroom interaction and discussion, critical thinking, and foster professional growth. The authors received funding through an intramural educational enhancement grant from the Academy to develop a collection of educational films to be housed in the LSUHSC-NO Ische Library and made available for educational purposes to all faculty within the health sciences center. In August of last year, seven films were procured and catalogued in the Ische Library. In November, a faculty focus group was conducted to gain insight into the present level of utilization of educational films in the classroom of some faculty and to ascertain the needs for further development of an educational film library. An interprofessional education movie night was hosted in November as well, with the showing of one of the films and a discussion following the film. There were 30 students who attended and 22 students completed evaluation surveys. Overall, the students attending really liked the experience but would have liked it to have been more interprofessional in nature with more students from other disciplines represented. The transcripts from the faculty focus group were coded and gleaned for implications. There were multiple film titles that were suggested for addition to the Educational Film Library and a second order of films was made. A total of 10 additional films were ordered bringing the total number of films in the library to 17. Facilitator guides that were available for each of the movies have been collected and will be made available for use by faculty who check out the films. An informational pamphlet is in the process of being made that will advertise to and educate faculty on the available films and resources for use in the classroom.

Exploring Professionals Cultural Sensitivity through IPE

Celestine Carter, PhD; Shannon Mangum, MPS; Jo Thompson, MA; Sarah Foushee; Ali Gambino; Daniel Lang

Background: The use of Interprofessional Education (IPE) strategies helps to cultivate a common vision of "team based" patient care (CDC, Lance Armstrong Foundation, 2004) with the goal of enhancing health outcomes (Reeves et al, 2009) and was the framework in which this educational activity was developed.

Description: This poster presentation describes a breast cancer related lymphedema (BCRL) IPE intervention project within an IPE elective course at LSUHSC. A scenario involving BCRL was selected because it is a "chronic debilitating disorder that impacts 2.3 million US survivors and is frequently misdiagnosed, treated too late, or not treated at all" (Hulbert et al, 2011 p. 3).

Methods: A case-based mixed methods approach targeted 30-40 multidisciplinary students enrolled in an IPE elective and a control group of 30-40 students of the same rank not enrolled in an IPE elective. Quantitative pre and post test data was collected from 2 instruments. A lymphedema-specific assessment tool investigated professions' knowledge/perceptions related to lymphedema health management and issues of survivorship and the Readiness for Interprofessional Learning Scale examined changes in professions' perceptions related to teamwork, collaboration, professional identity, roles/ responsibilities. Qualitative data was collected and prominent themes identified (collaborative roles, quality of life, support groups and survivorship). Questions to be answered were: 1) What prejudices in professions' values/roles/responsibilities exist? 2) Does IPE help disciplines' work collaboratively? 3) Can a survivorship model impact professions' responsibility in their clients' quality of life?

This project contributes to the body of knowledge that addresses lymphedema health management strategies. Information learned about interdisciplinary professionals' perceptions, views, and suggestions related to BCRL will be presented. Refinement of the case and lymphedema assessment tool will be shared and a discussion regarding the impact of IPE on upcoming scholarly activities will be addressed.

Evidence of other dissemination (e.g., previous presentation(s), publication)

- A. 2012- 2013 - Mangum, S., Carter, C., Thompson, J. - Educational Enhancement Grant through the Academy for the Advancement of Educational Scholarship titled: Exploring Professionals Cultural Sensitivity through IPE: Bridging Collaborative Gaps Utilizing a Lymphedema Case.
- B. March 2013 – Carter, C., Mangum, S., Thompson, J. - 6th Health Disparity Conference, Xavier University, Poster presentation "Exploring Professionals Cultural Sensitivity through IPE," New Orleans, Louisiana.
- C. June 2013 - Mangum, S., Thompson, J., Carter, C. Louisiana State University Health Sciences Center Department of Occupational Therapy and School of Nursing. "Interprofessional Education and Practice: Applying the Evidence to Clinicians' Role in Health Management of Chronic Conditions," New Orleans, Louisiana.
- D. Accepted for presentation: October 2013 – Carter, C., Mangum, S., Thompson, J. – 2013 American Occupational Therapy Education Summit, Bridging Collaborative Gaps through Interprofessional Education and the Use of a Breast Cancer-related Lymphedema Case. Atlanta, GA

References:

- Centers for Disease Control and Prevention, and the Lance Armstrong Foundation. (2004) *A national action plan for cancer survivorship: Advancing Public Health Strategies*.
- Hulbert, M., Hutchison, A., McCarvey, C. L., Rockson, S. G., Schonholz, S., Vicini, F. A., Whitworth, P. (n.d.) (2011). *Recent advances in breast cancer-related lymphedema detection and treatment*. Retrieved from <http://www.avonfoundation.org/assets/le-meeting/le-white-paper.pdf>
- Reeves, S., Zwarenstein, M., Goldman, J., Barr, H., Freeth, D., Hammick, M., Koppel, I. (2009). Interprofessional education: effects on professional practice and health care outcomes (Review). Retrieved from <http://onlinelibrary.wiley.com/store/10.1002/14651858.CD002213.pub2/asset/CD002213.pdf?v=1&t=h1i2yyho&s=70c8910dfa249056c2596b2337a0b6f81e0b08e4>

Clinical Interprofessional Learning of Patient-Centered Medical Home Principles Using the Exemplary Care and Learning Site Model

Angela McLean, MD; Mary Coleman, MD

This program introduces principles of a patient centered medical home (PCMH) into LSU Internal Medicine Residency ambulatory training. A team of learners from nursing, medicine, pharmacy and social work provide care management for a high risk population of uncontrolled diabetic patients. This program integrates clinical service with education.

The project employs weekly planned visits for diabetic patients with each learner employing a specific role in patient care planning. Faculty from each discipline participate in team meetings and supervise learners.

Students completed pre and post assessments of knowledge of medical home, teamwork skills and attitude.

Students tracked and used data related to involvement in patient care including foot exams, depression screening and clinical outcomes in regards to A1c, LDL and blood pressure. Effectiveness of the program in improving student knowledge of the PCMH and professional roles was assessed using written exams and surveys.

After completion of the program students showed an increase in teamwork attitude, teamwork skills and knowledge of medical home principles. There was some improvement in A1c, LDL and blood pressure but, it was not statistically significant. Patients enrolled in the program had higher satisfaction scores than did control patients.

A poster was presented at the SGEA meeting in Savannah in April 2013.

At the 2013 Spring Symposium, Kevin Souza, MS, Associate Dean for Medical Education at UCSF, presented the plenary session titled, *Leadership, Strategy, and Scholarship*, and led a symposium workshop on using a *Design Thinking* approach for facilitating technology innovations in teaching and learning



Resident Perceptions of Social Media and Professionalism

Rachel Dawkins, MD; Bonnie Desselle, MD

Background: Physicians are utilizing social media sites with increasing frequency - challenging our profession in the form of ethical dilemmas regarding physician-patient relationship, privacy, and the negative portrayal of physicians. The Federation of State Medical Boards, the American Medical Association and others have disseminated guidelines related to the use of social media by physicians.

Some experts have reported concerns that the current digital native generation of residents will apply guidelines about online professionalism differently than the older digital immigrant generation.

Our objectives are to understand what residents' view as appropriate social media use by physicians and to recognize the degree to which residents are exposed to postings which violate professionalism guidelines for social media use.

Methods: In March 2013, an electronic survey was distributed to pediatric and medicine/pediatric residents across the United States via the American Academy of Pediatrics Section on Residents.

The survey distributed consisted of five vignettes representing postings from a "hypothetical" resident on Facebook. The vignettes highlighted common scenarios which may potentially blur the boundaries for social media use suggested by guidelines of the AMA and the FSMB.

Discussion/Results/Next Steps: Despite guidelines that encourage physicians to "think before they post", pediatric residents are seeing posts that potentially violate professionalism standards. In general, residents overwhelmingly recognized inappropriate uses of social media. However, over half of respondents said they see similar posts frequently or sometimes.

Of note, we found that over 50% of residents are using Facebook daily and another 20% at least once a week. The prevalence of use of interactive web technology by learners needs to change the emphasis educators and institutions put on the importance of social media guidelines and teaching professionalism. We plan to use the information gathered to help residency programs/ institutions develop social media guidelines and educational materials.

Does interprofessional education make a difference? Exploring the impact of interprofessional education on student perceptions.

Lauren Giovingo, PhD; Robin English, MD; Sandra Andrieu, PhD; Tina Ginaldo, PT, PhD, DPT, MHS; Deborah Garbee, PhD, Stephanie Tortu, PhD

Interprofessional Education (IPE) occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO, 2010). The IPE Collaborative (IPEC) and the Institute of Medicine (IOM) have set forth a goal that health professions students will receive IPE focused on team-based patient care and understanding of one another's contribution to patient care. With the growing body of literature supporting IPE and the aforementioned recommendations, the LSUHSC Committee on Interdisciplinary Learning developed a pilot IPE elective to offer LSUHSC Allied Health, Dentistry, Nursing, Public Health, and Medicine students. The curriculum centered on IPEC competencies and included large group lectures on IPE-related issues, small group case based discussions, interviews with healthcare professionals, patients and caregivers, and participation in a local support group. The course was scheduled on Monday afternoons in the fall of 2012 and culminated with student-led grand rounds. Outcomes were evaluated using voluntary pre- and post-elective surveys utilizing the Readiness for Interprofessional Learning Survey (RIPLS) that has been validated and widely used in the evaluation of IPE activities. Additionally, faculty members participating in the elective engaged in a post-case debriefing which focused on issues related to feasibility, perceived effectiveness of didactic sessions, and potential generalizability of the elective to other students. In general the responses were overwhelmingly positive regarding student perceived course benefit and the need for further communication and collaboration between various healthcare providers. This pilot study should encourage the faculty from LSUHSC about the benefits of an IPE elective course for all LSUHSC students and motivate them to develop other IPE activities as facets of their students' ongoing curriculum. The poster will include rationale, methodology, results, discussion, and implications for future IPE activities at LSUHSC. This study data has not been presented elsewhere.

Interactive video animations as a study guide for the human skeleton: 1. The scapula

R. John Cork, PhD; Gregory Casey, PhD; Peter Oliver, PhD

We are developing a series of teaching modules on the human skeleton. Each of these modules will have three components, a short instructional video, interactive animations, and a self-testing quiz. The video was shot and edited in the Anatomy Media Studio and the animations and quizzes were produced in the Anatomy Department's Computer Imaging Lab. The first module in this 'Interactive Atlas of the Human Skeleton' is about the Scapula. The narrated video highlights the general orientation of the scapula and introduces the key bony landmarks to the new student. The interactive animations allow the student to rotate the scapula and locate all of the landmarks and the sites of muscle attachment. The animations can be used as a reference resource with the labels turn on, or can be viewed in self-testing mode with labels that pop-up when the mouse is scrolled over a region. The self-testing aspect of the module is further addressed with several quizzes that the students can complete to get feedback on how well they know the material. This first teaching module will be implemented as part of the undergraduate 'Human Anatomy' course given to the nursing students at LSUHSC where it will replace Acland's video atlas and printed 'bone worksheets'. The student's performance on scapula related exam questions, with and without these modules will be compared.

The poster illustrates each of the components of the scapula module and describes the methods used to produce them. It will be accompanied by an online demonstration. This poster was originally presented at the American Association of Anatomists meeting in Boston, April 2013.

Teaching Quality Improvement: A Needs Assessment for Resident Education

Stacey Holman, MD; Murtuza Ali, MD; Victoria Harkin

Background: The ACGME has set forth new regulations regarding resident participation in meaningful quality improvement (QI) and patient safety initiatives. The purpose of this research project was to determine baseline resident knowledge of quality improvement and patient safety.

Methods: Quiz questions were developed from existing question banks and teaching modules including: CREOG patient safety modules, LSU Graduate Medical Education core compliance modules, and teaching tools from the EQUIP committee for Interim LSU Hospital. The survey was administered electronically and anonymously to residents across all disciplines at LSUSOM utilizing Survey Monkey™. Residents were given the option to complete the survey when they opened the EQUIP modules.

Results: Responses were captured by those who volunteered to take the survey (N = 99). Mean scores were calculated for each domain. There was no statistically significant correlation between house officer level and mean scores or between specialty type and mean scores. A total of 8 domains were tested and mean scores were below the acceptable percentage in 7/8 domains. 80% was selected a priori as an "acceptable score" as this is the cutoff used by LSU for its compliance modules. Residents scored a low percentage, particularly in the impaired physician (15%) and surgery/procedure safety (53%) domains. A relatively higher proportion of questions were answered correctly regarding communication (79%), tracking and reminders (76%) and disclosure of adverse events (96%).

Discussion: The results of this pilot knowledge test indicate that resident education is needed at all training levels and across specialty types. The domains of impaired physician and surgery/procedure safety should be prioritized for curricular development. Even modest efforts with regard to quality improvement within training programs in Louisiana are likely to increase knowledge about QI, thus indicating the importance of incorporating these topics into the resident curriculum.

In addition, we hope that this becomes a mandatory part of physician learning and that we are able to show improvement of scores with educational interventions.

Evidence of other Dissemination: Original pilot study done with the LA OBGYN programs was presented at the APGO/CREOG National Meeting, March 2013.; CREOG (Council on Resident Education in OBGYN); EQUIP (Enhancing Quality Improvement for Patients)

Volunteer Service-Learning to Promote Self-Directed Learning in Early Experiential Pharmacy Students

Jessica Johnson, PharmD; Joseph LaRoche, PharmD; Lori Crawford, PharmD

Objective: To determine whether a week-long volunteer self-directed service-learning experience at a pediatric diabetes summer camp improves early experiential pharmacy students' self-reported diabetes knowledge, confidence in patient counseling, and comfort with interdisciplinary teamwork; to evaluate the impact of self-directed service-learning activities on students' Self-Directed Learning Readiness Score (SDLRS).

Methods: We assessed the impact of service-learning activities on students' perceptions of their diabetes knowledge, confidence in patient counseling, and comfort with interdisciplinary teamwork through the use of pre- and post-camp surveys and content analysis of students' reflection journals. We assessed the effect of self-directed service-learning activities on participants' SDLR scores by administering Fisher's SDLRS before and after the camp experience.

Assessment: Eight students participated in camp and completed the pre- and post-camp surveys. Students' post-camp survey scores and investigator analysis of students' reflection journals demonstrated that most students met the majority of learning objectives. Students' participation in camp did not significantly increase mean SDLRS (175.5 ± 15.9 vs. 182.9 ± 19.4 ; $p > 0.05$).

Conclusions: Pre- and post-camp survey data and reflective journal content analysis provide subjective and objective data that support students met investigators' learning objectives through participation in self-directed service-learning. The experience did not significantly improve students' mean SDLRS, though all students scored greater than 150 on the assessment prior to attending camp, indicating a high readiness for SDLR at baseline. Early experiential students demonstrate Self-Directed Learning Readiness by engaging in self-directed service-learning to improve their diabetes knowledge, confidence in patient counseling, and comfort with interdisciplinary teamwork.

- The poster/presentation will include a description of the background and methods, as well as full results and discussion of results.
- The manuscript is under peer review for publication.

**2013 Spring Symposium****Leadership, Innovation,
and *Design Thinking***

Teaching EBM-related Skills: Best Practices for Curriculum Resources and Methods for Competency Building

Kathy Kerddoff; Sarah Morely

Background:

Two medical librarians used separate grants to travel to each other's libraries to observe classroom instruction, and begin formulating best practices in evidence based librarianship for providing instruction in EBM-related skills in the health sciences curriculum.

Objective:

This poster will illustrate how the librarians collaborated to determine essential resources and define the best methods for a curriculum to teach EBM-related skills to health science students and residents, map those skills to AAMC general Physician Competencies, and develop measurable objectives to assess competence levels and achievement of the students.

Methods:

Librarians met to:

- Discuss and compare librarians' instruction programs using observations from the classroom
- Formulate best practices for teaching and learning
- Construct an outline of essential course resources, goals and objectives
- Examine the Reference List of General Physician Competencies (AAMC) to identify EBM-related competencies

Results:

Following the visits to each library, the librarians compiled a list of essential information resources for an EBM-related curriculum. They identified 12 EBM-related competencies from the AAMC Reference List of General Physician Competencies. They developed goals and objectives for teaching to the competencies, and began discussions about best practices for teaching EBM-related skills and mapping the levels of competency using those skills.

Conclusions:

Observing colleagues teaching on-site is an effective way to discover similarities and differences in teaching styles and habits which allows for immediate feedback and reflection on commonalities of the instruction materials and topics covered. The working outline of instruction goals and objectives mapped to EBM-related skills can be used as a template for curriculum development. Additional collaborations with librarians can only improve the development of a curriculum standard and best instruction methods and practices for teaching EBM-related skills.

Pilot of Proficiency-based Suturing Curriculum for Surgical Clerkship Students

John Paige, MD; Jennifer Mooney, MD; Nikole Dominique-Maikell; Qingzhao Yu, PhD; Patrick Greiffenstein, MD; Vladimir Kiselov, MD

Background: Suturing and knot tying are fundamental surgical skills that are one of the first things taught during to third year medical students. Given their importance in surgery, many faculty assume that these skills are learned by all students. Such learning does not always occur. We conducted a pilot roll out of a proficiency-driven suturing and knot tying curriculum for third year medical students to address this learning gap.

Description of project/program/innovation: Six tasks were adapted from the previously published resident University of Texas Southwestern proficiency-driven suturing and knot tying curriculum : two handed surgeon's knot tying under tension, two handed slip knot tying under tension, one handed slip knot tying under tension, simple interrupted suturing, horizontal mattress suturing, and vertical mattress suturing. This curriculum had proficiency scores based on knot quality as well as tying/suturing accuracy and efficiency. We investigated if this curriculum would improve medical students' performance in these tasks.

Methods: Students on the first block of the third year surgical clerkship underwent baseline testing of the six tasks during orientation. They were given suture material, needles, and instruments for completing the proficiency-driven curriculum in the six tasks. Each student will undergo end of the block testing of the six tasks.

Results: Data collection is ongoing. We will have comparison of pre- and post-block knot tying and suturing scores at the time of the Symposium to present.

Discussion/Conclusions:

We have piloted a proficiency-driven suturing curriculum for third year students that sets a minimum standard of competency no matter an individual's final career choice. Based on results, we plan to incorporate it full time in the clerkship.

Elements or organization of the poster or presentation: the poster/presentation will follow the above format.

New Academy Members Recognized at 2012 Annual Ceremony
(left to right)

Stacey Holman MD (Ob/Gyn), Bradley Spieler, MD (Radiology), Rachel Trommelen, DPT (Physical Therapy), Mary Coleman, MD (Family Medicine, Dean's Office), Rachel Dawkins, MD, Amy Creel, MD, and Joseph LaRochelle (Pediatrics), and Murtuza "Zee" Ali, MD (Medicine)



Pilot of Proficiency-based Suturing Curriculum for Surgical Clerkship Students

James Thompson, PhD

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 (accuracy) and speed.

Description of project: This project describes a moderated mediation structural equation model (SEM) for the conjoint measurement of speed (answer response time) and ability (answer accuracy).

Methods: A panel of 183 students was followed over two academic years and both person question answer accuracy and person answer pace for individual multiple choice questions were assessed. Because a binary mediator occurs in the model, polyserial covariance matrices were employed for the SEM analyses in both Lavaan (R) and SPSS AMOS.

Results: At the population level, model fit is excellent (RMSEA=.000). At the level of persons, the model is less robust, but all fit statistics exceed .95. Thus, the model can be considered as provisional but "reasonable". The SEM-derived person-specific baseline coefficients and calculated mediation coefficients uniquely described the performance of that person. Thus, these values may be considered as an individualized chronometric profile and related directly to summative criterion variables, e.g., average ability and average pace.

Discussion: The chronometric profiles developed here are suitable for evaluations at the individual, group, and population levels. Consequently, they may be useful in competence assessment. Whether the results will extrapolate to other populations or non-didactic tasks remains to be determined.

Format: The poster would recapitulate Background, Description, Methods, and Discussion as outlined above.

Science Youth Initiative (SYI)

Fern Tsien, PhD; Ayesha Umrigar; Michael Hall, MD; Daryl Lofaso, MEd, RRT; Martha Cuccia; Mona Bakeer, PhD

The Science Youth Initiative (SYI) is a K-12 science education partnership between LSUHSC and New Orleans K-12 schools with the goals to: make science easy to understand, improve science academic achievements, introduce students to diverse role models in the sciences (female and underrepresented minorities, URM), increase awareness of science as a career, and train future health care professionals to teach science to the community. Trainees from the LSUHSC Schools of Medicine, Graduate Studies, Public Health, Allied Health Professions, Nursing, and Dentistry educate the K-12 students. The SYI consists of the following:

The LSUHSC/New Orleans Schools Science Partnership Program. Since 2006, 4th graders performed hands-on experiments bi-monthly following the current science curriculum. We serve three schools and more than 100 students per year. Pre- and post-program student/teacher surveys revealed improved test scores and material retention. End-of-the-semester oral examinations were in the form of Science Jeopardy. More than 95% of participants were URM.

The LSUHSC/Taylor Hands-on Workshops. More than 220 middle and 1055 high school students came to LSUHSC since 2009 to conduct experiments on popular science concepts such as forensics and cancer. Students toured facilities, including the Human Simulation Laboratory and were introduced to careers including medicine, research, medical technology, and audiology. About 62% were URM. Pre- and post-workshop student/teacher surveys revealed that 98% learned the material and 65% increased their interest in science. Participants have subsequently applied to internship programs.

Instruction in K-12 Science Teaching. Training is offered to LSUHSC students, post-doctoral fellows, and residents on designing experiments and instructing science to K-12 students. Through the Graduate School, INTER 180 (Science teaching) is offered to trainees. Medical students receive SLE hours. Teaching to the lay public is a skill necessary to their health care professional careers. Following the program, participants demonstrated increased confidence and felt they had become better instructors.



Networking and Catching Up

Collegiality and Collaboration



Member Accomplishments since October 2012

Academy members have been busy with their teaching, educator activities, and scholarship in teaching and education. 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!



2012 Educational Scholarship Day
Patsy Jarreau and Dan Haun (SAHP)
Present results of their
EEG Project



Fellow, **Joseph LaRochelle, PharmD,**
Pediatrics - School of Medicine

- Co-authored: Bhatt-Mehta, V.; Buck, M.L.; Chung, A.M.; Farrington, E.A.; Hagemann, T.M.; Hoff, D.S.; **Larochelle, J.M.**; Pettit, R.S.; Phan, H.; Potts, A.L.; Smith, K.P.; Parrish, R.H., 2nd Recommendations for Meeting the Pediatric Patient's Need for a Clinical Pharmacist: A Joint Opinion of the Pediatrics Practice and Research Network of the American College of Clinical Pharmacy and the Pediatric Pharmacy Advocacy Group. *Pharmacotherapy*. 2013 Feb;33(2):243-51. The purpose of this joint opinion paper is to outline strategies and recommendations for expanding the quality and capacity of pediatric clinical pharmacy practitioners.

Associate, **Mary Coleman, MD**
Family Medicine & Dean's Office - School of Medicine

- **Coleman** developed an AMSA Public Health Scholars Program webinar and presented it on January 21, 2013. *Patient Centered Medical Home*. It may be available on their website. <http://www.amsa.org/AMSA/Homepage/Events/NPCW/Tuesday.aspx>
- **Coleman** is a co-leader of the Steering Sub Committee: *Focus Groups with Faculty and Students on LSU School of Medicine Curriculum*, along with two other Academy Teaching Scholars: **Richard DiCarlo, MD** and **Robin English, MD**.
- **Coleman, Mary Thoesen**; McLean, Angela. *Clinical Interprofessional Learning of Patient-Centered Medical Home Principles Using the Exemplary Care and Learning Site Model* 2013 SGEA Ann Conf Program, 2013, 60. Poster presented at SGEA in Savannah, GA.

Teaching Scholar: **Gary Duhon, MD**
Pediatrics - School of Medicine

Curriculum development/innovations:

- As Curriculum Director for Pediatric Ethics Rounds, **Duhon** coordinates and supervises quarterly interactive educational sessions on bioethics for the pediatric residents, fellows, faculty, students and ethics committee members.

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

- **Thompson's** publication, *Rasch Analysis for the Evaluation of Rank of Response Time in Multiple Choice Examination* has been accepted for in *Journal of Applied Measurement*. The other coauthors are Tong Yang, and Sheila Chauvin.
- **Thompson** presented a paper: *Answer Score Mediation Contributes to the Variability of Examination Speed-Ability Tradeoff* at the annual meeting of the American Educational Research Association April 27-May 1, 2013 in San Francisco.

Associate, **Stacey Holman, MD**
OBGYN - School of Medicine

- Is a graduate of the 2012-13 Association of Professors of Gynecology and Obstetrics (APGO) [Academic Scholars and Leaders Program](#) (No 7. pg. 23). **Holman** presented her final project in a poster session: *Teaching Quality Improvement: A Needs Assessment for OBGYN Resident Education*

The purpose of the APGO Academic Scholars and Leaders Program is to enhance education in obstetrics and gynecology by preparing ob-gyn physician faculty, through a rigorous 15-month curriculum, to possess the skills and knowledge necessary to be outstanding teachers and educational administrators.

Member Accomplishments since October 2012 (continued)



Academy Symposia and faculty development workshops provide opportunities for networking and learning from and with each other from across the health professions. The 2013 Fall Symposium is accredited for CME and CNE credits.



... And sometimes there are little surprises, like the fire drill that interrupted the 2012 Fall Symposium ...



Teaching Scholar, **Robin English, MD**

Pediatrics - School of Medicine was recently promoted to Professor.

- She participated in a [preconference workshop #6](#) at Council of Medical Student Education in Pediatrics /Association of Pediatric Program Directors (COMSEP/APPD): *Your Educational Scholarly Project: From Idea to Analysis to Dissemination*; April 10, 2013 in Nashville, Tennessee.
- Robin co-wrote a book chapter: **English R, Manfred L.** Instructional Methods and Strategies In: *The Guidebook for Clerkship Directors*, 4th Edition. Morgenstern BZ (ed.), Syracuse, NY: Gegensatz Press, 2012.
- Robin was also co-author on the following journal articles:
 - Bolton J, Roth C, **English R.** Index of Suspicion. [Pediatrics in Review](#). 2013; 34(1): 41-46.
 - McMahon N, Cooper M, Lorembert F, **English R.** Just chronic sinusitis? [Clinical Pediatrics](#). 2012; 51(11): 1099-1102

Other Academy members collaborated with English on this one.

- **Desselle B, English R, Hescocock G, Hauser A, Roy M, Yang T, Chauvin S.** Evaluation of a faculty development program aimed at increasing residents' active learning in lectures. *Journal of Graduate Medical Education*. 2012; 4(4): 516-520.
- English Presented at the American College of Surgeons (ACS) conference:
 - "The Academy as Driver for Educational Innovation: Interprofessional Education" American College of Surgeons /Accredited Education Institutes Postgraduate Course New Orleans, Louisiana

Master Teacher, **Deborah D. Garbee, PhD, APRN, BC**

Associate Dean - School of Nursing

Teaching Scholar, **John Paige, MD**

Associate Professor Surgery - School of Medicine

- Published an article on their extensive educational research on Interprofessional Teamwork that was initiated with an Academy EEG grant. In 2008.
- **Deborah D. Garbee, John Paige, Kendra Barrier, Valeriy Kozmenko, Lyubov Kozmenko, John Zamjahn, Laura Bonanno, and Jean Cefalu (2013)** Interprofessional Teamwork Among Students in Simulated Codes: A Quasi-Experimental Study. [Nursing Education Perspectives](#): September 2013, Vol. 34, No. 5, pp. 339-344.

Fellow, **Judith Gentry MSN OCN CNE**

Assistant Professor - School of Nursing

- June 2013: Judith was selected to be on the Review Board of Oncology Nursing Forum and *Clinical Journal of Oncology Nursing*.
- Judith also conducted a Podium Presentation: "Preceptor Workshops: Interdisciplinary Project for Graduate and Undergraduate Preceptor Education" at Drexel University Nursing Education Institute, June 18-21, 2013 in New Orleans, LA

Gentry's Preceptor Workshops are well known around the country where she has been asked to conduct these workshops at a number of universities and conferences. The workshops are a result of an EEG grant from the Academy. (YEAR)

Fellow, **Marie Acierno, MD**

Professor, Clinical Ophthalmology - School of Medicine, Baton Rouge campus

- Completed in 2013 the one-year *Hedwig van Ameringen Executive Leadership in Academic Medicine® (ELAM) Program for Women at Drexel University College of Medicine*

The Houses: Mentoring & Professionalism Development Program

"My time thus far has been wonderful. My favorite part is having the platform to expose the junior medical students to research and clinical medicine before their third year, which I know can feel overwhelming and rapid at that time. I'm thrilled to say that I've already had the opportunity to discuss career planning with some of them. One of my students even attended our departments weekly radiology conference. Another plans to assist me with research. I've also been able to facilitate a family medicine externship, with a colleague, for another student. I look forward to helping all of them in their careers in any way I can. Having the opportunity to do so is truly a privilege." **Bradley Spieler MD** (Radiology),

I started mentoring last semester [fall 2012] by participating in the ethics portion of their SPM 100 course. My experience has been pretty positive. The only drawback is that I probably don't spend as much time with the students as I would like. It is refreshing to get to know these students just coming into the program. They are more open to interaction with us [faculty]. We never really finish mentoring these students – we follow them through all 4 years. I'm looking forward to the community service project. My group is considering participating in the Guatemalan telemedicine project, the topic of the seminar held on February 18th, 2013 at LSUHSC. **Jeffery Hobden PhD** (MIP)

The following Academy members are serving as House faculty:

Juzar Ali MD (IM), **Brian Barkemeyer MD** (Pediatrics), **Amy Creel MD** (Pediatrics), **Gary Duhon MD** (Pediatrics), **Paula Gregory PhD** (Genetics), **Amparo Gutierrez MD** (Neurology), **Jay Hescocock MD** (Pediatrics), **Jeffery Hobden PhD** (MIP), **Stacey Holman MD** (OB/GYN), **Tom Lallier PhD** (Dentistry), **Angela McLean MD** (IM), **Bradley Spieler MD** (Radiology), **Mark Townsend MD** (Psychiatry).

Inter-professional Education

The Inter-professional Education elective (INTER 281) was deemed to be successful by both students and faculty in its first semester last year, so it was offered again this year. Twice as many students (approximately 75) enrolled this year. Results of outcomes data from faculty focus groups, student surveys, and student attitude assessments will be presented for publication. Additional faculty members have been recruited and programs such as Pharmacy (Xavier College of Pharmacy) and Rehabilitation Counseling have been added. Academy members participating as teaching faculty this year are **Debbie Garbee** (nursing), **Rachel Trommelen** (allied health), **Robin English** (medicine), and **Jay Hescocock** (medicine). Additional Academy members who participated last year were **Celestine Carter** (nursing), **Jane Sumner** (nursing), and **Kirk Nelson** (allied health). Course co-directors from all schools learned a lot in the process and amended last year's learning activities based on feedback from students. The following is a response from one of the students who participated last year:

Reflections from a Student

As one of the few dental students to participate in the ground-breaking Inter-professional Education elective, it was an extremely rewarding experience for me. From the aspect of a student, taking a patient's case and dissecting it from numerous professional perspectives resulted in learning priceless information from my peers. I was constantly impressed by the knowledge presented by both the students and faculty. At this point in my education, it has been rare to have any interaction with the other fields of medicine, but this class showed me just how important inter-professional communication is. I hope this course is continued to be offered as part of the LSUHSC curriculum in hopes to impact other students and open their eyes to a better world of medicine, as it did for me."

The directors hope to expand this elective even further to include more students and are open to including any faculty member, Academy member or not, to help teach the course.



2013 Spring Symposium

Lead by Kevin Souza (UCSF) faculty learned to use a *Design Thinking* approach to create human-centered solutions and innovations for incorporating instructional technology into teaching and learning. **Above:** Faculty brainstorm possibilities. **Below:** Demonstrating and evaluating prototypes



LSUHSC Continuing Education

CME certified activities: http://www.medschool.lsuhschool.edu/medical_education/cme/.

LSU CNE activities: <http://nursing.lsuhschool.edu/ContinuingEducation/Programs/index.cfm>

Opportunities Call: Academy Membership, Faculty Mentoring, Faculty Development, Educational Enhancement Grants

Membership Applications

Any faculty member affiliated with LSUHSC-NO may apply for membership in the Academy. Faculty may apply to become an Associate member from the first day of employment at LSU. The application for Associate membership consists of a cover page, Structure Personal Statement, CV, and one letter of support from his/her department head/direct supervisor.

Upon reaching one's second anniversary as LSU faculty, individuals may apply for membership as a Fellow, Master Teacher, or Teaching Scholar. Finally, the Protégé membership category is designed specifically to engage and mentor interested doctoral, post-doc, resident, and clinical fellows in the Academy for the duration of their training program at LSUHSC-NO. This is an ideal strategy for those trainees who desire or are considering an academic career.

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.

Complete details, application forms and portfolio template are available as Word documents from the Academy website. Periodic workshops are offered and individual and group consultations are available by appointment. Interested individuals should visit the Academy website and/or email omerad@lsuhsc.edu or call 504-568-2140 to schedule an appointment.

Faculty Mentoring

An important component of the Academy is to facilitate effective mentoring relationships in teaching and educational scholarship. Mentoring relationships can accommodate a range of faculty development needs and interests, including but not limited to, enhancing or developing teaching and education innovations, developing an educator portfolio for professional development or to prepare for academic advancement review, developing and conducting educational research and scholarship, developing and enhancing one's educational leadership development.

Mentoring is available to all faculty members at LSUHSC-NO. Faculty who are interested being a mentor or finding a mentor in teaching and education should call or email Dr. Sheila Chauvin (504-568-2140 or omerad@lsuhsc.edu) for more information and to discuss interest.

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 2014-15

The Academy EEG program will be undergoing some refinements in preparation for the 2014-15 academic year. The following changes and refinements in the proposal and review process are being made based on observations of and experiences in recent years:

- The Call for Proposals will be distributed earlier in the year.
- Academy members (Fellow, Master Teacher, Teaching Scholar) interested in submitting an EEG proposal must submit a letter of intent.
- A workshop and FAQ session will be offered to facilitate timely preparation of high quality, successful proposals. PD/PIs will be strongly encouraged to attend the session and to include project team members.

The 2013-14 Call for Proposals remains on the Academy website. No major changes are anticipated, so this document can be a useful resource for beginning idea generation and planning as early as now.

Important dates for the 2014-15 EEG Call for Proposals are anticipated as follows:

- Friday, November 22, 2013: Call for Proposals distributed and posted to the Academy website
- December 2013: Two workshop dates will be scheduled
- Monday, January 27, 2014, 4:00 p.m.: Letters of Intent deadline
- Monday, April 28, 2014, 4:00 p.m.: Proposals deadline

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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, 79 faculty members from across the professional schools at LSUHSC-New Orleans have been inducted into the Academy. By membership category, there are 7 Associates, 40 Fellows, 18 Master Teachers, and 14 Teaching Scholars. By school, 8 are in Allied Health Professions, 3 in Dentistry, 54 in Medicine, 5 in Nursing, and 8 in Public Health. Membership is renewable every five years.

The Academy provides faculty development activities and 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. If you have questions or want to discuss Academy membership, please call 504-568-2140 or email omerad@lsuhsc.edu.

The LSUHSC - N. O. Academy

Check out the improved website and bookmark it for future reference.
http://www.medschool.lsuhs.edu/medical_education/omerad-academy.asp

Jay Mussell (Medicine) leads a small group discussion regarding use of lecture video capture. During the Academy 2013 Spring Symposium.

2013 Fall Symposium and Educational Scholarship Day Program Planning Group:

Kelly Alig, M.A., Laura Bell, Marla Cannatella, M.D., Celeste Carter, DNS, Antoinette G. Cascio, MN, RN, Sheila Chauvin, Ph.D., M.Ed., Gary Duhon, M.D., Doug Grigsby, Stacey Holman, M.D., Tom Lallier, Ph.D., Kelly Nester, MSHCM, Qingzhao Yu, Ph.D.



This issue of the *Academy Bulletin* was produced by Kathy Kerdolff, Kelly Nester, and Sheila W. Chauvin.