

Teaching Portfolio

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[Teaching Portfolio Toolkit Video from CWRU, 2017](#)

Consultants

These consultants have agreed to speak with candidates on how to create a teaching portfolio.

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Teaching Portfolio Instructions

REQUIRED FOR APPLICATIONS INDICATING "TEACHING" AS PRIMARY AREA OF EXCELLENCE

Appointment and promotion candidates with teaching (rather than clinical service or research) as their Primary Area of Excellence (PAE) are required to submit a commonly organized teaching portfolio. The below template should be used to enable better evaluation of the quantity and quality of their teaching contributions. The portfolio must not exceed 25 pages, and please note that many successful portfolios have been submitted with an average of only 12-15 pages. List your name on the first page and number all pages.

Candidates with a PAE in clinical service or research may, but are not required to submit a teaching portfolio. While it is optional, submitting a short 4-8 page portfolio can strengthen your application and allow you to expand upon your teaching philosophy, contributions, and any courses or curriculums you created.

Template

○ **Philosophy of Teaching/Personal Development**

The CCLCM and CWRU Appointment and Promotions Committees will read your philosophy to assess the extent to which your teaching is self-reflective, self-critical, and scholarly.

Please answer the following questions:

- Under what conditions do you think students learn best?
- How does the answer to the previous question influence your teaching strategies?
- What teaching choices have you made on that basis?

○ **Teaching Inventory**

Please remember that our appointment and promotion standards define teaching very broadly. These settings may include medical student teaching in lectures, subject committees, small group conferences, clinical science programs, elective programs, family clinic, core and optional clerkships, and ambulatory medicine, as well as undergraduate and graduate courses in the basic science departments and within other schools of the university; graduate medical and postgraduate medical teaching; serving as a student advisor, counselor, or mentor; continuing medical education; society meetings; and community teaching.

Please provide information on all your contributions, organized by level and learners in the manner listed below. You should not copy and paste from your CV, rather include other information, and make note if you use a different style to teach different learning groups (medical students, post-grad, residents, fellows, staff, faculty, etc.).

- Local
- Regional / Midwest (if you worked elsewhere, you may have a different Regional area)
- National
- International

○ **Important Teaching Contributions**

Please describe and summarize your most important teaching contribution under each of the following headings. If you have not made a significant contribution under all of them, please include the most important teaching contributions for the areas to which you have contributed. The goal is to describe what was created, your role, and the impact it had, and future plans.

- Curriculum development
- Teaching materials development
- Teaching administrative leadership
- Participation in the community of educators (workshops, publications, demonstrations, etc.)

○ **Evaluations and Awards**

Please present evidence that is qualitative in nature that would lead evaluators to conclude that your teaching has been effective or that you have grown and evolved your teaching style. You may also include a description of any plans to make your teaching more effective in the future. Do not include copies of your teaching evaluations, letters from trainees, or teaching scores as these are already evaluated through other documents in your application.

A. Monica Yepes-Rios, M.D., FACP.

Associate Professor
Department of Medicine
Education Programs
Uniformed Services University of the Health Sciences
F. Edward Hebert School of Medicine

TEACHING PORTFOLIO

Curriculum Development

- **Undergraduate Medical Education**

- o Uniformed Services University of the Health Sciences (USUHS), 2012- 2017

Led pilot project design and implementation of longitudinal, early clinical experiences in the pre-clerkship at Community Health Centers with curriculum focus on communication skills, cultural competence, health disparities, and inter-professional collaboration.

Education Department Program, working group member, on curriculum evaluation and student assessments in pre-clerkship and clerkship.

Pre-Clerkship, working group on design and integration of Introduction to Clinical Skills, Introduction to Clinical Reasoning, and case scenarios with Standardized patients and Simulation Center.

- o George Washington University, Division of General Internal Medicine, Washington DC, 1997-1999

Curriculum design in Vertical Integration Group, to integrate the neural sciences curriculum throughout the four year Medical School curriculum.

- **Graduate Medical Education**

- o Walter Reed National Military Medical Center (WRNMMC), 2012-2016
- o Madigan Army Medical Center, Tacoma, WA - 2009- 2012
- o Scripps Family Medicine Residency Program, Chula Vista, CA, 2001-2005
- o George Washington University, Division of General Internal Medicine, Washington DC, 1997-1999
- o Yale University, 1993-1997

Design and implementation of Internal Medicine Resident pre-clinic conferences and academic days on ambulatory medicine topics and practicums on communications skills, diagnostic errors, pre-operative medicine, Evidence-Based applications of medical literature, Journal Club, patient panel management and practice improvement, Quality Improvement, and Board review.

Core Faculty (WRNMMC), led quality improvement curriculum sessions and mentored Residents with Performance Improvement (PI) Projects to address population health statistics, panel management, and Firm, team-based Quality Improvement (QI) Projects.

Education Charter Team Lead, Internal Medicine Clinic, Madigan Army Medical Center, to oversee the clinic as the best place to be a teacher, a resident and a student. Planned integration of Residents in Patient Centered Medical Home and assessment of academic environment and work performance.

Faculty Development

- Naval Medical Center Portsmouth and Uniformed Services University of the Health Sciences, 2017
Yepes-Rios M. What Does the Evidence Say? Faculty Roles and Responsibility in Trainee Education.
- Walter Reed National Military Medical Center, 2015-2016
Lecturer, “Quality Rocks” seminar on Quality Improvement. Presentation on leading Resident teams on QI projects

Yepes-Rios M, Chang J. Using Tool Kits to Teach Residents Communication Skills. Design and implementation of Simulated Communications Skills scenarios, Faculty Development on assessment and feedback.

- Madigan Army Medical Center, Tacoma, WA 2010
Ling, R, Yepes-Rios, M – Utilized the ABIM Frame of Reference Training, videos on teaching evaluation and feedback methods utilizing the Mini-Clinical Evaluation Exercise (mini-CEX) to Internal Medicine Clinic Staff
- CME planning and coordination, Kaiser Permanente, West Ventura, 2006-2007, for the Medical Staff of the West Ventura Kaiser Permanente practice.
- Scripps Family Practice Residency Program, Chula Vista, CA 2004
Marianne McKennett, M, Yepes-Rios M. Using the Mini-CEX to Evaluate Residents’ Clinical Skills presented to the Scripps Family Practice Residency Staff
- Instituto de Salud, Buenos Aires, Argentina, 1998
Lecture series to healthcare staff and administrators on Health Statistics, and on Health promotion and disease prevention to improved health indicators in the management of an elderly population

Teaching residents in a clinical setting

- Outpatient and/or Inpatient Setting
 - o Walter Reed National Military Medical Center, 2012- 2017 (outpatient)
 - o Madigan Healthcare System, 2009- 2012 (outpatient)
 - o Tripler Internal Medicine Residents, 2007-2009 (inpatient)
 - o Scripps Family Medicine Residency Program, 2001- 2005 (inpatient)
 - o George Washington University Medical Center 1997-1999 (outpatient and inpatient)
 - o Yale University, Primary Care Center 1993-1997 (outpatient and inpatient)

Firm Attending, Internal Medicine Resident Continuity Clinic, 1-2x a week. Resident clinical supervision, timely, constructive, and formative face-to-face and electronic feedback on clinical performance, chart documentation, and professionalism.

Attending, Inpatient service in block rotations, supervision and teaching of residents in hospital including ICU patients

Conference lecturer, Academic seminars, Journal Club, Board Review

Advising responsibilities

- Naval Medical Center Portsmouth (NMCP), 2016-2017
- Walter Reed National Military Medical Center, 2012-2016 [Core Faculty]
- Madigan Healthcare System, 2009- 2012

Advisor. Continuity Clinic Resident Firm. Oversee and provide timely feedback to residents throughout the academic year on patient care, patient panel management, goal setting, professionalism, Team PI and Team QI projects. Developed an Advisor Quarterly Review Form to structure and guide Resident self-evaluation and faculty feedback (Madigan). Integration of Milestones, Entrustable Professional Activities into Resident self-evaluation and faculty evaluations (Madigan, WRNMMC, NMCP).

Advisor to Residents identified by the Clinical Competency Committee and/or results of the In Training Examination (ITE) who are in need of one-on-one didactic sessions, as well as closer mentoring and supervision. Residents who perform poorly in the ITE are specifically assigned a MyEvaluations learning program where they research clinical questions in specific academic areas and formally submit a written statement to be reviewed by their assigned advisor/mentor

- University of Hawai'i Internal Medicine Residency Program, Honolulu, HI, 2008- 2009
"Research Databases" presentation at Academic Half Day series. Presentation to guide the Residents on planning and implementation of clinical vignettes and research projects during their residency.

- Yale University School of Medicine, 1993-95
Clinical Correlations Tutor/Advisor for small group of First Year
Mentor 2nd year students, General Medicine Workshop, clinical case presentations and discussions
Mentor, Primary Care Clerkship, National Primary Care Day, role model student engagement in Primary Care

- George Washington University School of Medicine
Practice of Medicine, Mentor Tutorial Sessions, 1997
"A Day in the Life of a Medical Student" 1993

Teaching students in a clinical setting

- Medicine Clerkship Clinic Preceptor and Attending Rounds
 - o Outpatient
 - Uniformed Services University of the Health Sciences, 2012- 2017
 - Madigan Army Medical Center, 2009- 2012
 - University of California, San Diego, 2004-2005
 - Yale University School of Medicine, 1993-1995
 -
 - o Inpatient, Clerkship and Sub-Internship
 - Tripler Army Medical Center, 2009
 - George Washington University School of Medicine, 1997-1999
 - Yale University School of Medicine, 1993-1995
 -
- Pre-Clerkship, preceptor for system-based modules, Introduction to Clinical Skills and Introduction to Clinical Reasoning with patients and Standardized Patients.
 - Uniformed Services University of the Health Sciences, 2012- 2017
 - Yale University School of Medicine, 1993-1995

Teaching Portfolio

CCLCM Faculty Appointment Application

Colleen Y. Colbert, PhD

Philosophy of Teaching

Under what conditions do you think learners learn best?

Learners, whether medical students, residents or faculty in our UME and GME programs, learn best when *what* they are learning appears to be relevant to their education or work roles. In addition, they need to be actively engaged in the learning process, in order to derive the most from an educational session. As adults, they bring their own life and educational experiences, background knowledge, expertise, and motivation to any learning encounter. I truly believe adult learners will learn best within participatory learning environments – where they are comfortable asking questions and where they have an opportunity to learn from each other.

In general, learning will be enhanced when learners are asked to recall prior knowledge, learn a new skills or concepts, and then apply what they have learned within an educational session via active learning strategies. Active engagement of learners -- through questioning, small or large group discussions, problem sets, debates, labs, etc -- not only enhances attention and motivation, it aids in retention of what has been newly learned. As many learning researchers say, 'doing is learning.' Learners also learn best when they are held accountable for their own learning – as individuals and at times, as teams.

How does the answer to the previous question influence your teaching strategies?

A large part of my teaching activities occur within our Essentials Program for Health Professions Educators, a program I direct. This program is offered to CCLCM faculty, professional staff who teach residents/fellows, and others engaged in teaching at the Cleveland Clinic, including nursing instructors. I expect all Essentials participants to prepare for our sessions ahead of time, by accessing and reading the pre-session readings. Each Essentials workshop is created with learner accountability, learner engagement, and learning retention in mind. Though we often use slides within our sessions, I use questioning strategies, small and large group discussions, vignettes, and problem sets to keep participants actively engaged and

to allow them to apply newly learned concepts prior to application in their own settings. To aid transfer of learning to their own settings, I attempt to craft sessions which offer strategies which can generalize to the variety of learners our participants teach, from medical students to nursing students, to faculty.

Audience, and the impact of audience on the design and implementation of our educational sessions, has always been important to me. Now, as our audience becomes more interdisciplinary, this variable is always of primary importance as I craft sessions with colleagues and then execute educational sessions. How has it influenced my strategies? I always revise sessions with our audience in mind (discipline, training level, role in education). We now include scenarios which highlight example teaching situations with a variety of learners, to ensure that everyone is engaged. During the sessions, I call on learners who represent different constituencies, as their views and backgrounds bring something valuable to the table.

What teaching choices have you made on that basis?

I have chosen to incorporate interactive teaching strategies in all of my educational sessions. Whether I'm doing a "lecture," workshop or another type of educational session, I attempt to create a safe learning environment, engage all learners, and focus on outcomes (skills or knowledge they should leave the session with). As I believe in participatory learning, my teaching style tends to fall into the 'facilitator of learning' category, which is aligned with principles of teaching and learning at CCLCM. I have also made the choice to invest heavily in crafting evidence-based educational sessions, and refine them based upon audience needs. I do little to no teaching which I have not prepared for, and attempt to always know something about the audience when planning a teaching session.

I have also made the choice to empower others in their teaching endeavors. In terms of providing a role model, if we are always seen as the expert in the room, it is more difficult for our learners to believe that they can implement specific strategies they have learned in our educational sessions.

Teaching Inventory

1. Local

- a. **Medical students (Texas A&M HSC COM)**
 - i. **Internal Medicine Simulation elective – 2008-13**
 - 1. Provide orientation to elective
 - ii. **Internal Medicine Clerkship – 2008-10**
 - 1. Feedback and grading of oral presentations during informatics curriculum
- b. **Residents/Fellows (Cleveland Clinic):**
 - i. **Essentials Program for Health Professions Educators, 2015-Present**
 - 1. Workshop presenter/facilitator
 - 2. Direct program
- c. **Faculty**
 - i. **Essentials Program for Health Professions Educators, 2013 to Present**
 - 1. Workshop presenter/facilitator
 - 2. Direct program
 - ii. **Medical Education Fellowship – 2013-Present**
 - 1. Tutorial Session leader
 - 2. Mentor for fellowship projects
 - 3. Director of Fellowship
 - iii. **Distinguished Educator Level I Program – 2013 to Present**
 - 1. Observations/feedback on teaching session
 - 2. Director of DE Level I Program
 - iv. **Distinguished Educator Level II Program – 2013 to Present**
 - 1. Mentor – Mentored faculty member through development of DE II project
 - 2. Director of DE Level II Program
 - v. **Program Directors Certificate Program, 2014-15 Program**
 - 1. Faculty presenter – session on observation/feedback
 - vi. **Survey studies -- mentor/advisor**

vii. CCLCM faculty development

1. Longitudinal Clinic Preceptor Faculty Development – 2013 to present
2. Acute Care Preceptor faculty development – 2013 to present
3. Consultations with new Basic Science seminar presenters and facilitators – 2014 to present
4. Faculty development at Basic Science Curriculum Leaders retreat – 2015 to present
5. CCLCM New Faculty Orientation – twice a year – 2013 to Present
 - Direct orientation and provide 1 presentation

viii. Cleveland Clinic/Cleveland State University M.Ed. in Adult Learning and Development program – Fall 2013

1. Faculty member – taught Program Planning course (16 weeks)

d. Other health professions educators (e.g., Nursing, EMT instructors, etc)

i. Essentials Program for Health Professions Educators, 2013 - Present

1. Workshop presenter/facilitator

ii. Cleveland Clinic/Cleveland State University M.Ed. in Adult Learning and Development program – Fall 2013

1. Faculty member – co-taught Program Planning course (16 weeks)

2. Regional

- a. AAMC/CGEA Conference – workshop presenter/facilitator
- b. AAMC/SGEA Conference – workshop presenter/facilitator
- c. Invited workshop presenter, Cleveland Clinic, Weston, FL
- d. Visiting Faculty, Faculty Development Showcase, Texas A&M HSC College of Medicine, Temple & Bryan, TX

3. National/International

- a. Harvard Macy Institute, assessment course, Visiting Teaching Faculty
- b. Association of Program Directors in Internal Medicine, educational presentation
- c. International Conference on Residency Education, educational presentation
- d. Wisconsin Primary Care Faculty Development Fellowship, Visiting Teaching Faculty

Teaching Inventory

Local (Relocated from Texas in August 2013)

Medical Students – Texas A&M HSC College of Medicine

2012-13 academic year

Colbert CY. *Medical Education/Simulation elective* (IMED 983SS) for MS4s. Course director: Austin Metting, MD. Provided orientation to simulation/medical education elective for 4th-year medical students during the 2012-13 academic year and review/feedback of student projects. *Audience:* Approx. 20 students per year.

2011-12 academic year

Colbert CY. *Medical Education/Simulation elective* (IMED 983SS) for MS4s. Course directors: Curtis Mirkes, DO (Fall 2011) and Austin Metting, MD (Spring 2012). Provided orientation to simulation elective for 4th-year medical students every two weeks during the 2011-12 academic year. Review and feedback on student projects. Responsible for administrative oversight of this elective.

2010-11 academic year:

Colbert CY. *Medical Education/Simulation elective* (IMED 983SS) for MS4s. Course director: Curtis Mirkes, DO. Review/feedback of 4th-year medical student projects.

2009-10 academic year:

Colbert CY. *Internal Medicine Clerkship.* M3 student oral presentations during informatics curriculum (AY 2009-10). Feedback and grading during oral presentations.

Colbert CY. *Medical Education/Simulation elective* (IMED 983SS) for MS4s. Course director: Curtis Mirkes, DO. Provided orientation to simulation elective, review/feedback of student projects. Provided coordination for elective. Approximately 15 students per year.

2008-09 academic year:

Colbert CY. *Medical Education/Simulation elective* (IMED 983SS) for MS4s. Course director: Paul Ogden, MD. Provided orientation to simulation elective, feedback on student projects, discussion of research projects. Small group and individual teaching. Approximately 12 students per year.

Colbert CY. *Internal Medicine Clerkship.* Feedback and grading of medical student (year 3) oral presentations during informatics curriculum.

Residents – Cleveland Clinic

2014-15 academic year

Essentials Program for Health Professions Educators, 2014-15

Colbert CY, Pien L, Foshee C. *Workshop presenter.* Co-facilitated Essentials Program for Health Professions Educators session: “Interactive Teaching and Learning” Feb. 10, 2015. *Audience:*

Internal Medicine residents (pilot cohort) and health professions educators from Cleveland Clinic system, including CCLCM faculty. *CME offered.*

Essentials Program for Health Professions Educators, 2014-15

Pien L, **Colbert CY**. *Workshop presenter*. Co-facilitated Essentials Program for Health Professions Educators session: "Competency Based Education as a Framework for Teaching and Learning on Jan. 27, 2015. *Audience:* Internal Medicine residents (pilot cohort) and health professions educators from Cleveland Clinic system, including CCLCM faculty. *CME offered.*

Residents/Fellows – Scott & White Health Care/Texas A&M HSC COM

2012-13 academic year:

Colbert CY. *Workshop presenter*. "Curriculum Vitae 101: Developing a Professional CV."

Audience: Gastroenterology fellows and faculty. Scott & White/Texas A&M HSC COM GI Fellowship Program, Temple, TX. April 24, 2013.

2012-13 academic year:

Colbert CY. *Interactive presentation*. "Enhancing the Validity of Survey Research." *Audience:* Pulmonary CCM fellows, Scott & White/Texas A&M HSC COM, Temple campus, Jan. 8, 2013.

Colbert CY. *Workshop*. "Resident Abstract Workshop." Internal Medicine residents participated in workshop designed to prepare them to submit abstracts to Texas ACP and other conferences. *Audience:* Internal Medicine residents. Developed self and peer abstract evaluation forms for research and clinical vignette abstracts. Aug. 29, 2012.

Colbert CY, McNeal T, Varghees S. *Interactive Presentation*. "Improving the Quality of Care: Resident QI Curriculum." Presented to Internal Medicine interns as part of the QI curriculum within the Internal Medicine Residency Program at Scott & White/Texas A&M HSC COM, Temple Campus, Aug. 8, 2012. *Audience:* Internal Medicine residents and faculty.

2011-12 academic year:

Colbert CY. *Workshop presenter*. "Curriculum Vitae 101: Developing a Professional CV." May 9th, 2012. *Audience:* Gastroenterology and Infectious Disease fellows; GI, ID and Genetics faculty. Created self and peer CV evaluation tool.

Colbert CY. *Interactive Presentation*. "Strategic Publishing: Abstract-to-Manuscript Creation." *Audience:* GI and ID fellows, post-doctoral fellows in Internal Medicine, a research analyst, a statistician. Scott & White/Texas A&M HSC COM, Temple Campus. Dec. 20, 2011.

Colbert CY. *Interactive presentation*. "Systems Thinking and Systems-Based Practice: A Foundation for Systems-Oriented Care. Scott & White/Texas A&M HSC COM, Temple Campus, Sept. 21, 2011. *Audience:* Nephrology fellows and faculty. Created problem cards for "5 Whys" small group activity.

Colbert CY. *Interactive Presentation*. "The Abstract as a Scholarly Product." Scott & White/Texas A&M HSC COM, Temple Campus. Aug. 31, 2011. *Audience:* Internal Medicine residents. Developed abstract pre/post presentation quiz.

Colbert CY, McNeal T, Varghees S. *Interactive presentation.* "Improving the Quality of Care: SBP, PBLI, and Systems Thinking." Part of the new QI curriculum within the residency program. Scott & White/Texas A&M HSC COM, Temple Campus, Aug. 29th, 2011. *Audience:* Internal Medicine residents and junior faculty.

Colbert CY. *Workshop.* "Resident Abstract Workshop." Internal Medicine residents participated in workshop designed to prepare them to submit abstracts to Texas ACP Conference. *Audience:* Internal Medicine residents. July 27, 2011. Developed self- and peer-evaluation abstract evaluation forms, which were used by residents during workshop.

2010-11 academic year:

Colbert CY. *Workshop.* "Curriculum Vitae 101: Your CV as Both a Process and a Product." Workshop offered as part of the Professional Development Series, Office of Medical Education, Evaluation & Research Development, DOM. March 31, 2011. *Audience:* Endocrinology & Gastroenterology fellows and junior faculty. Developed self- and peer-evaluation forms for CVs, which were used during workshop.

Colbert CY. *Interactive Presentation.* "Improving the Quality of Care: SBP, PBLI, and Systems Thinking." Presented to Internal Medicine residents as part of the new QI curriculum within the residency program. Scott & White/Texas A&M HSC COM, Temple Campus, March 21, 2011. *Audience:* Internal Medicine residents and junior faculty.

Colbert CY. *Small group.* Facilitated research group meetings where research design concepts, IRB protocol completion and abstract/manuscript creation were informally taught to hospitalists and residents. Time period: Summer 2010 – 2011. *Audience:* Internal Medicine residents and hospitalist faculty in attendance.

Tresa McNeal MD, **Colbert, CY**, Sunita Varghees, MD. *Co-presenters. Small groups.* Discussed QI projects with groups of PGY1-3 residents as part of QI curriculum within the Internal Medicine Residency Program. Scott & White/Texas A&M HSC COM, Temple Campus.

Colbert, CY. *Lecture.* "Systems Thinking: A Foundation for SBP & Quality Improvement," presented to IM residents as part of the new QI curriculum within the residency program. Scott & White/Texas A&M HSC COM, Temple Campus, Sept. 16, 2010. *Audience:* Internal Medicine residents and junior faculty.

Colbert CY. *Presentation.* "The Abstract as a Scholarly Product" and "Creating Your Manuscript." Gastroenterology fellows. Scott & White/Texas A&M HSC COM, Temple Campus. Aug. 24, 2010. *Audience:* fellows and GI faculty.

2009-10 academic year:

Colbert CY. *Presentation.* "The Abstract as a Scholarly Product." Scott & White/Texas A&M HSC COM, Temple Campus. April 20, 2010. *Audience:* Internal Medicine residents and faculty.

Colbert CY. *Presentation.* "From Question to Manuscript: An Approach to Creating Scholarly Products." Scott & White/Texas A&M HSC COM, Center for Diagnostic Medicine. March 2, 2010. *Audience:* Endocrinology fellows and faculty.

Colbert CY. *Small group facilitation.* Facilitated research group meetings where research design concepts, IRB protocol completion and abstract/manuscript creation were informally taught to hospitalists and residents. Time period: Fall 2009 – Fall 2010. *Audience:* Internal Medicine residents and hospitalists. Developed research study tracking sheet.

Faculty

CCLCM and Cleveland Clinic

Essentials Program for Health Professions Educators, 2014-15 Program:

Colbert CY, Mayer M. *Workshop presenter.* Co-facilitated Essentials Program for Health Professions Educators session: “Observation and Feedback for Health Professions Educators” Feb. 24, 2015. *Audience:* Health professions educators from Cleveland Clinic system, including CCLCM faculty. *CME offered.*

Medical Education Fellowship – Sept. 2014 to Present

Conduct tutorial sessions 1X per month with two ME fellows (60 min per meeting). Meet with individual fellows in separate 60-min mentor-mentee meetings, 1-2 times per month X 11 months.

CCLCM Faculty Development:

Colbert CY. “Interactive Teaching and Learning.” Presented faculty development on interactive teaching, as part of the CCLCM Basic Science Curriculum Retreat on Feb. 12, 2015. Developed handouts and scenario as a part of this workshop.

Essentials Program for Health Professions Educators, 2014-15 Program:

Colbert CY, Pien L, Foshee C. *Workshop presenter.* Co-facilitated Essentials Program for Health Professions Educators session: “Interactive Teaching and Learning” Feb. 10, 2015. *Audience:* Health professions educators from Cleveland Clinic system, including CCLCM faculty. *CME offered.*

Essentials Program for Health Professions Educators, 2014-15 Program:

Pien L, **Colbert CY.** *Workshop presenter.* Co-facilitated Essentials Program for Health Professions Educators session: “Competency Based Education as a Framework for Teaching and Learning on Jan. 27, 2015. *Audience:* Health professions educators from Cleveland Clinic system, including CCLCM faculty. *CME offered.*

Essentials Program for Health Professions Educators, 2014-15 Program:

Colbert CY, Pien L. *Workshop presenter.* Co-facilitated Essentials Program for Health Professions Educators session: “Competency Based Education as a Framework for Teaching and Learning on Jan. 27, 2015. *Audience:* Health professions educators from Cleveland Clinic system, including CCLCM faculty. *CME offered.*

Program Directors Certificate Program, 2014-15 Program:

Colbert CY, Pien L. *Workshop facilitator.* “The Role of Direct Observation in Performance Improvement.” 60-min session for GME faculty (program directors and associate program directors of residency programs at Cleveland Clinic. Jan. 20, 2015. *CME offered.*

Program Directors Certificate Program, 2014-15 Program:

Pien L, Colbert CY. The Role of Feedback in Performance Improvement.” 60-minute session for GME faculty at Cleveland Clinic. Jan. 20, 2015. CME offered.

Essentials Program for Health Professions Educators, 2014-15 Program:

Colbert CY, Foshee C. *Workshop presenter.* Co-facilitated Essentials Program for Health Professions Educators session: “Instructional Design: A Focus on Gagne’s Events of Instruction” on Jan. 7, 2015. Audience: Health professions educators from Cleveland Clinic system, including CCLCM faculty. *CME offered.*

CCLCM Acute Care Preceptor Training, 2014:

Colbert CY. *Workshop, presenter.* “Improving feedback to improve performance.” CCLCM Acute Care Preceptorship Training session. Dec. 11, 2014. Cleveland Clinic, Main Campus. 1-hour session. Audience: CCLCM faculty.

Essentials Program for Health Professions Educators, 2014-15 program:

Colbert CY, Pien L. *Workshop presenter.* Co-facilitated Essentials Program for Health Professions Educators session: “Exploring Foundations of Teaching and Learning Mini Retreat,” on Dec. 2, 2014. Audience: Health professions educators from Cleveland Clinic system, including CCLCM faculty. *CME offered.*

Essentials Program for Health Professions Educators, 2014-15 program:

Colbert CY, Pien L. *Workshop presenter.* Co-facilitated “Exploring Foundations of Teaching and Learning Mini Retreat,” on Nov. 25, 2014. Audience: Health professions educators from Cleveland Clinic system, including CCLCM faculty. *CME offered.*

CCLCM New Faculty Orientation

Colbert CY. “Participatory Learning.” Presented faculty development on participatory learning, as part of CCLCM New Faculty Orientation on Oct. 24th, 2014. Directed the 4-hour orientation session which involved 5 other faculty members.

CCLCM Longitudinal Clinic Preceptor Training – 2014:

Colbert CY and Mayer M. *Workshop.* “Using Feedback as a Tool to Improve Performance and Promote Reflective Practice.” CCLCM Longitudinal Preceptor Training Program – Year 1 faculty preceptors. Oct. 1, 2014. Cleveland Clinic, Main Campus. 1-hour session. Audience: staff physicians.

CCLCM Longitudinal Clinic Preceptor Training – 2014:

Colbert CY. “Teaching Clinical Reasoning.” *Interactive session.* CCLCM Longitudinal Preceptor Training Program – Year 2 faculty preceptors. Sept. 19, 2014. Cleveland Clinic, Main Campus.

CCLCM Longitudinal Clinic Preceptor Training – 2014:

Colbert CY. “Teaching Clinical Reasoning.” *Interactive session.* CCLCM Longitudinal Preceptor Program – Year 2 faculty preceptors. Sept. 18, 2014. Cleveland Clinic, Main Campus.

Colbert CY, Pien L. *Workshop.* Observation and Feedback for Performance Improvement. *Audience:* Geriatrics faculty who teach CCLCM medical students, Internal Medicine residents, Geriatrics fellows. 90-min. session on July 28, 2014.

French J, **Colbert CY.** *Presentation.* Our Journey Through the Milestones: Assessment & Feedback. *Audience:* Faculty on the GI Fellowship Clinical Competency Committee, Cleveland Clinic. 90-minute session. June 11, 2014.

Colbert CY. *Presenter, El Grand Rounds.* “Surveys: Why Pretest? The Need for Validity Evidence and the Myth of Objective Questions.” Presented a 60-minute interactive session, which included use of a survey evaluation tool during Education Institute Grand Rounds, May 21, 2014. *CME offered.*

Essentials Program for Health Professions Educators, 2013-14 program:

Colbert CY. *Presenter, workshop.* Essentials Program: “Increasing your scholarly activity in health professions education: Making it count twice.” Designed and facilitated a 90-minute interactive workshop on May 6, 2014. *Audience:* Cleveland Clinic staff physicians, scientists and other faculty. *CME offered.*

Colbert CY, French J. *Workshop, co-facilitator.* The role of direct observation in performance improvement. *Audience:* Vascular surgery residents and faculty, Cleveland Clinic. 60-min Workshop delivered April 16, 2014.

CCLCM New Faculty Orientation

Colbert CY. *Presenter.* “Participatory Learning.” Presented faculty development as part of CCLCM New Faculty Orientation on April 15, 2014. Directed the 4.5-hour orientation session which involved 6 other CCLCM faculty members.

Essentials Program for Health Professions Educators, 2013-14 program:

Colbert CY, Dannefer E. *Co-facilitator, workshop.* “Assessment within Competency Frameworks – Are we All on the Same Page?” Designed and co-facilitated 90-minute interactive workshop for “Essentials of Clinical & Classroom Teaching and Assessment” series. *Audience:* Cleveland Clinic staff physicians, scientists and other faculty learners on April 9, 2014. *CME offered.*

Essentials Program for Health Professions Educators, 2013-14 program:

Colbert CY, Foshee C. *Presenter, workshop.* “Competency Based Curricular Design – Exploring How Objectives Drive Your Curriculum.” Designed and co-facilitated 90-minute interactive workshop for Cleveland Clinic staff physicians, scientists and other faculty learners on March 5, 2014. *CME offered.*

Essentials Program for Health Professions Educators, 2013-14 program:

Colbert CY. *Presenter, workshop.* Systems Thinking as a Foundation for Teaching and Assessing Systems-Based Practice (SBP). Essentials series. Designed and facilitated 90-minute interactive workshop for Cleveland Clinic staff physicians, scientists and other faculty learners on Feb. 12, 2014. *CME offered.*

Colbert CY. *Panel discussion moderator and co-creator of workshop.* Traboulsi E, Tetzlaff J, Colbert CY, Campbell S, Nielsen C, French J, Dannefer E. Clinical Competency Committee workshop for program directors in GME. *Audience:* Approx. 100 program directors at the Cleveland Clinic. Workshop delivered Feb. 11, 2014.

Essentials Program for Health Professions Educators, 2013-14 Program:

Colbert CY, Pien L, Foshee C. *Presenter, workshop.* "Interactive Learning and Teaching." Designed and co-facilitated 90-minute "flipped" workshop for Cleveland Clinic staff physicians, scientists and other faculty learners on Jan. 21, 2014. *CME offered.*

Essentials Program for Health Professions Educators, 2013-14 Program:

Colbert CY, Mayer M. *Presenter, workshop.* "Observation and Feedback in Health Science Education." Designed and co-facilitated 90-minute workshop to Cleveland Clinic staff physicians, scientists and other faculty learners on Jan. 7, 2014. *CME offered.*

Essentials Program for Health Professions Educators, 2013 to Present:

Colbert CY, Pien L. *Presenter, workshop.* "Exploring Foundations of Teaching and Learning." Co-facilitated 3-hour interactive mini retreats, which are part of the Essentials Program for Health Professions Educators on Dec. 3 and Dec. 11, 2013. *Audience:* Cleveland Clinic staff physicians, scientists and other faculty learners *CME offered.*

CCLM Acute Care Preceptor Training - 2013

Colbert CY. *Workshop, presenter.* "Improving feedback to improve performance." Acute Care Preceptorship Training session. Dec. 9, 2013. Cleveland Clinic, Main Campus. 1-hour session. *Audience:* staff physicians.

CCLCM Longitudinal Clinic Preceptor Training – 2013

Colbert CY and Mayer M. *Workshop presenter.* "Using Feedback as a Tool to Improve Performance and Promote Reflective Practice." Longitudinal Preceptor Training Program – Year 1 faculty preceptors. Oct. 1, 2013. Cleveland Clinic, Main Campus. *1-hour session.* *Audience:* staff physicians.

CCLCM Longitudinal Clinic Preceptor Training – 2013

Colbert CY. *Workshop presenter.* "Teaching Clinical Reasoning." *Interactive session.* Longitudinal Preceptor Training Program – Year 2 faculty preceptors. Sept. 17, 2013. Cleveland Clinic, Main Campus.

CCLCM Longitudinal Clinic Preceptor Training – 2013

Colbert CY. *Workshop presenter. “Teaching Clinical Reasoning.” Interactive session. Longitudinal Preceptor Program – Year 2 faculty preceptors. Sept. 12, 2013. Cleveland Clinic, Main Campus.*

Medical Education Fellowship – Sept. 2013 to Aug. 2014

Conducted tutorial sessions 1X per month with two ME fellows and other faculty members (60 min per meeting). Met with individual fellows in separate 60-min mentor-mentee meetings, 1-2 times per month X 11 months.

Cleveland Clinic/Cleveland State University M.Ed. in Adult Learning and Development program

Planning Programs for Adult Learners (ALD 663). Aug –Dec. 2013. Responsible for curricular planning with CSU faculty member. Independently taught sessions interactive sessions on developing goals/objectives, creating educational experiences, enhancing surveys within program evaluations, etc. Co-taught other sessions with CSU instructor. Class met once per week (3 hrs/night) for 16 weeks. Audience: Cleveland Clinic health professionals enrolled in M.Ed. program. Cleveland Clinic, Main campus.

Scott & White/Texas A&M HSC College of Medicine (Local, Faculty)

Colbert CY. *Interactive presentation. “Adult Learning: From Theory to Practical Applications” was presented on March 26, 2013 to Internal Medicine faculty. Temple, TX. 1-hour session included curriculum scenarios which participants critiqued.*

Colbert CY. *Interactive presentation. “Enhancing the Validity of Survey Research.” Presentation to Internal Medicine faculty, Scott & White/Texas A&M HSC COM, Temple campus, Nov. 8, 2012. 1-hour session included participant evaluation of survey items.*

Colbert CY. *Presenter, Workshop. “Systems Thinking: A Foundation for Teaching and Assessing Systems-Based Practice.” Presented 1-hour workshop Aug. 30, 2012. Audience: Internal Medicine faculty.*

Colbert CY. *“Associate Professor: How Do I Get There?” presented to hospitalist faculty within the Inpatient Medicine Division at Scott & White Healthcare on June 14, 2012. Audience: Hospitalists and PAs.*

Colbert CY, Myers J. *Co-Presenter, Grand Rounds. “Assessing Learners: Who do you Want Your Doctor to Be?” Department of Internal Medicine, Scott & White/Texas A&M HSC College of Medicine, Jan. 6, 2012. Audience: Internal Medicine clinicians, faculty, fellows, residents, and medical students on IMED Clerkship; Pathology faculty members. Video streamed to the Veterans Affairs of Central Texas campus. Developed slides and scenarios which called for audience interaction. CME offered.*

Colbert CY. *Faculty development in education: “Program Evaluation for Continuous Process Improvement.” Interactive 40-minute presentation for Internal Medicine faculty. Audience: S&W faculty. Scott & White/Texas A&M HSC COM. Dec. 15, 2011.*

Colbert CY, Myers JD. *Interactive presentation: "Nuts & Bolts of Creating Curriculum."* Presentation and activity for Internal Medicine faculty. Audience: S&W and VA faculty. Scott & White/Texas A&M HSC COM. Nov. 17, 2011.

Colbert CY. *Academic Writing Workshop.* Ongoing writing workshop. Audience: cohort of Internal Medicine junior faculty from Aug. 2011 – Oct. 2011. Created curriculum and handouts for 10-week academic writing workshop.

Colbert CY. *Interactive presentation: "Assessment within A Competency Framework."* Presentation for Pathology Department faculty who are involved in Pathology Residency Program and interact with Medical Oncology Fellowship program. Scott & White/Texas A&M HSC COM. Oct. 7, 2011.

Graham L, **Colbert CY**, West C. *Co-Presenters, Grand Rounds. "Standards, Competencies and Objectives: What's the Connection?"* Department of Internal Medicine, Scott & White/Texas A&M HSC College of Medicine, Aug. 26, 2011. Audience: IM clinicians, faculty, fellows, residents, and medical students on IMED Clerkship. Video streamed to the Veterans Affairs of Central Texas campus. CME offered.

Colbert CY, Cable CT. *Presentation: "Project Telemachus: Career Development Program."* Presentation to Department of Internal Medicine junior faculty. Scott & White/Texas A&M HSC COM, Temple campus. Dec. 7, 2010.

Colbert CY, Cable CT. *Presentation: "Project Telemachus. Career Development Mentoring Program."* Presentation to the faculty of the Department of Internal Medicine. DOM Faculty Meeting, Scott & White/Texas A&M HSC COM, Temple campus. July 15, 2010.

Colbert CY, Cable CT. *Presentation: "Project Telemachus. Career Development Mentoring Program."* Presentation to the faculty of the Department of Internal Medicine. DOM Faculty Meeting, Scott & White/Texas A&M HSC COM, Temple campus. May 2010.

University of Texas Medical School at Houston (Local, Faculty)

Colbert CY, Ownby AR. *Workshop, facilitator. "Portfolios: are they right for my program?"* The University of Texas Medical School at Houston, Office of Educational Programs, July 2007. Audience: Faculty at UTMSH.

Ownby AR, **Colbert CY.** *Workshop, facilitator. "Systems-Based Practice: Practical and Innovative Means of Teaching and Assessing."* The University of Texas Medical School at Houston (UTMSH). Sponsored by the Office of Educational Programs, May 2007. Audience: Faculty at UTMSH.

Ownby AR, **Colbert CY.** *Workshop. "Tools for Assessing Competencies."* The University of Texas Health Science Center, February 2007. Audience: Faculty at UTMSH.

Ownby AR, Harper RA, **Colbert CY**, and McGuire A. *Presenter*. "Learner Evaluation Mini-Fellowship, Session IV: Competency-Based Assessment." The University of Texas Health Science Center, Houston, February 2007. *Audience*: Faculty at UTMSH.

Regional

Residents and Faculty - Regional

Colbert CY, Pien L, French J. *Co-facilitator, invited workshop*. The Role of Direct Observation in Performance Improvement. *Audience*: Faculty and residents from the General Surgery Residency Program, and Internal Medicine faculty, Cleveland Clinic Florida, Weston site. Aug. 4, 2014. *CME offered*.

Pien L, French J, **Colbert CY**. *Co-facilitator, invited workshop*. The Role of Feedback in Performance Improvement. *Audience*: Faculty, residents from the General Surgery Residency Program and Internal Medicine Faculty, Cleveland Clinic Florida, Weston site. Aug. 4, 2014. *CME offered*.

Colbert CY, Pien L, French J. *Co-facilitator, invited workshop*. Assessment within Competency Frameworks: Are We All on the Same Page? *Audience*: Faculty, residents from the General Surgery Residency Program, fellows, and Internal Medicine faculty members, Cleveland Clinic Florida, Weston site. Aug. 5, 2014. *CME offered*.

French J, Pien L, **Colbert CY**. *Workshop*. Introduction to the General Surgery Milestones. *Audience*: Faculty, residents from the General Surgery Residency Program, fellows and Internal Medicine Faculty members, Cleveland Clinic Florida, Weston site. Aug. 5, 2014. *CME offered*.

Faculty – Regional

Colbert CY. *Invited – workshop presenter*. Increasing your scholarly activity in medical education: Making it count twice. Designed and facilitated a 90-minute interactive workshop as part of the "Faculty and Career Development Showcase" at Texas A&M HSC College of Medicine, College Station, TX on May 2, 2014. *CME offered*.

Colbert CY. *Invited – workshop presenter*. Increasing your scholarly activity in medical education: Making it count twice. Designed and facilitated a 90-minute interactive workshop for faculty at Baylor Scott & White Healthcare in Temple, TX on May 1, 2014. *CME offered*.

Colbert CY. *Presenter, workshop*. Presented "Enhancing the Validity of Surveys used in Program Evaluations" to participants at the AAMC/CGEA Regional Conference, Cleveland, OH on March 28, 2014. Participants included faculty and trainees from the AAMC Central Region. *CME offered*.

Bierer B, **Colbert CY**. *Co-presenter, workshop*. Presented "How to Write a Competitive CGEA Collaborative Grant" to participants at the AAMC/CGEA Regional Conference, Cleveland, OH on March 28, 2014. Participants included faculty and trainees from the AAMC Central Region. *CME offered*.

Colbert C, Metting A, Forrester L, Chandler M, McNeal T, Lezama M, Van Cleave H, Mirkes C, Win S, Myers JD. Academic and demographic factors associated with Internal Medicine clerkship performance: A retrospective study. Poster presentation at the AAMC Southern Group on Educational Affairs (SGEA) meeting, April 18-20, 2013 in Savannah, GA. **[Dr. Colbert, presenter]**

Colbert CY, Myers JD, Cable C, McNeal T, Mirkes C, Ogden P, Skeen S. Systems overhaul: Empowering residents for change in continuity clinic. Poster presentation at the AAMC's Southern Group on Educational Affairs (SGEA) Conference, Houston, TX, April 13-16, 2011. **[Dr. Colbert, presenter]**

Colbert CY, Ownby AR, Ogden PE. *Small group discussion*. "Reconceptualizing systems-based practice to include systems thinking." AAMC's Southern Group on Educational Affairs Conference, Houston, TX, April 13-16, 2011. Audience: U.S. medical educators. *CME offered*.

Colbert CY. *Invited*. "The Patient Panel Conference Experience: What Patients can Teach Our Residents About Competency Issues." Presented Sept. 2, 2009 at the Medical College of Georgia, Education Discovery Institute, Augusta, GA.

National/International

Faculty – National/International

International

Colbert CY. *Invited – workshop presenter*. Visiting teaching faculty. Presented "Enhancing the validity of surveys used in program evaluations" to participants of the Harvard Macy Institute's 2014 assessment course ("A Systems Approach to Assessment in Health Professions Education") at Harvard Medical School, Boston, MA on March 10, 2014. Participants included U.S. and international health professions faculty and administrators.

International

Colbert CY. *Invited – Facilitator*. Small group facilitator for daily 90-min. Systems Working Group sessions during Harvard Macy Institute's 2014 assessment course, "A Systems Approach to Assessment in Health Professions Education," Boston, MA, March 9-14, 2014. Participants included U.S. and international health professions faculty and administrators. *CME offered*.

International

Colbert CY. *Invited – workshop presenter*. Visiting teaching faculty. Presented "Enhancing the validity of surveys used in program evaluations" to participants of the Harvard Macy Institute's 2013 assessment course ("A Systems Approach to Assessment in Health Professions Education") at Harvard Medical School, Boston, MA on March 11, 2013 and March 13, 2013. Participants included U.S. and international health professions faculty and administrators. *CME offered*.

International

Colbert CY. *Invited - Facilitator, Journal Club*. Small group facilitator for journal club sessions held during Harvard Macy Institute's 2013 assessment course, "A Systems Approach to

Assessment in Health Professions Education,” Boston, MA, March 10-15, 2013. Participants included U.S. and international health professions faculty and administrators. *CME offered.*

International

Colbert CY. *Invited - Facilitator, Systems Working Group.* Small group facilitator for daily 90-min. systems working group sessions during Harvard Macy Institute’s 2013 assessment course, “A Systems Approach to Assessment in Health Professions Education,” Boston, MA, March 10-15, 2013. Participants included U.S. and international health professions faculty and administrators. *CME offered.*

National

Colbert CY. *Presenter, Workshop.* Visiting teaching faculty, Wisconsin Primary Care Faculty Development Fellowship, University of Wisconsin School of Medicine, Madison, WI, March 23-25, 2012. Presented 90-minute workshop titled: “Adult Learning: From Theory to Practical Applications” on March 24, 2012. Developed interactive scenarios. Audience: Midwest and Texas clinicians and physician assistants. *CME offered.*

International

Colbert CY. *Invited - Workshop presenter.* Visiting teaching faculty during Harvard Macy Institute course: “A Systems Approach to Assessment in Health Professions Education,” Boston, MA, March 11-16, 2012. Presented Selective Workshop titled: “Systems Thinking: A Foundation for Teaching and Assessing Systems-Oriented Care Competencies.” Presented 1-hour workshop on March 12th and 14th, 2012 to an international audience of health professions educators. *CME offered.*

International

Colbert CY. *Invited - Facilitator, Institutional Planning Group.* Visiting teaching faculty during Harvard Macy Institute course : “A Systems Approach to Assessment in Health Professions Education,” Boston, MA. Facilitated IPG meetings during the week of March 11-16, 2012. Audience: International health professions educators. *CME offered.*

International

Colbert CY. *Invited - Facilitator, Journal Club.* Visiting teaching faculty, Harvard Macy Institute: “A Systems Approach to Assessment in Health Professions Education,” Boston, MA. Facilitated one-hour Journal Club sessions during the week of March 11-16, 2012. Audience: International health professions educators. *CME offered.*

National

Colbert CY, Myers JD, Cable C, McNeal T, Mirkes C, Ogden P, Skeen S. Systems overhaul: Empowering residents for change in continuity clinic. Poster presented by Dr. Colbert at the Nov. 2011 at the national AAMC/Research in Medical Education (RIME) conference, Denver, CO.
[Dr. Colbert, presenter]

International

Colbert CY. *Visiting Faculty.* Harvard Macy Institute. *Workshop presenter.* Visiting teaching faculty, Harvard Macy Institute: “A Systems Approach to Assessment in Health Professions Education,” Boston, MA, March 13-18, 2011. Selective workshop titled: “Systems Thinking: A

Foundation for Systems-Based Practice Education and Assessment.” Presented 1-hr workshop March 14-17, 2011 to an international audience of health professions educators. Participants engaged in “5 Whys” activity. *CME offered.*

International

Colbert CY. *Visiting Faculty*, Harvard Macy Institute. *Co-facilitator, Institutional Planning Group meetings: “A Systems Approach to Assessment in Health Professions Education,”* Boston, MA. Facilitated daily small group IPG sessions during the week of March 13 - 18, 2011. Audience: health professions educators (U.S. and international faculty). *CME offered.*

International

Colbert CY. *Visiting Faculty*. Harvard Macy Institute. *Co-facilitator, Journal Club: “A Systems Approach to Assessment in Health Professions Education,”* Boston, MA, March 13-18, 2011. Acted as small group facilitator for daily journal club sessions during the week of March 13-18, 2011. Audience: health professions educators (U.S. and international faculty). *CME offered.*

National

Myers JD, Skeen S, Mirkes C, Cable C, **Colbert CY.** A resident-led council for quality improvement. Poster presentation at the national AAMC “Integrating Quality: Linking Clinical and Educational Excellence Meeting.” June 3-4, 2010, Chicago, IL. [**Dr. Colbert, presenter**]

International

Colbert CY. *Oral presentation.* “The patient panel conference experience: patients enhance residents’ awareness of competency issues.” International Conference on Residency Education, Victoria, British Columbia, Sept. 24-26, 2009. *Audience:* international audience of medical educators. *CME offered.*

National

Ogden PE, **Colbert CY**, Sibbitt SJG, VanZyl GO, Mirkes C. *Poster presentation.* Pilot study: patient panel conferences - a new tool for teaching the ACGME competencies. Poster presentation at the national AAMC Research in Medical Education (RIME) conference, San Antonio, TX, November 2008. [**Drs. Colbert & Ogden, presenters**].

National

Sibbitt SJB, Ogden PE, **Colbert CY**, VanZyl GO, Mirkes C. *Poster presentation.* Patient Panel Conferences: A Unique Competency Curriculum Tool. Poster presentation at the Association of Program Directors in Internal Medicine (APDIM) April 2008 national meeting, New Orleans, LA. [**Drs. Ogden, Colbert and Mirkes, presenters.**]

Important Teaching Contributions

Curriculum development:

1. *Cleveland Clinic/CSU MEHPE program*: As part of a team from the Center for Educational Resources at the Cleveland Clinic, I contributed to the development of a curricular plan for the 2015-26 master's program.
2. *Cleveland Clinic/Cleveland State University M.Ed. in Adult Learning and Development program. Planning Programs for Adult Learners (ALD 663)*. Aug –Dec. 2013. With CSU faculty member, developed curriculum for master's course, which utilized a project-based learning model.
3. *Internal Medicine Residency Program, Scott & White Healthcare*: I collaborated on the development of a Quality Improvement curriculum for the Internal Medicine Residency Program at Scott & White Texas A&M HSC COM. We developed goals, objectives, learning experiences, and an assessment tool for resident QI projects (2010 to 2013).

Teaching materials development:

1. *Essentials Program for Health Professions Educators*: I have contributed teaching materials to the majority of Essentials sessions now offered, including slides, lesson plans, workshop activities, etc.
2. *Harvard Macy Institute's Assessment Course*: I created teaching materials for workshops presented to a national/international audience at the Harvard Macy Institute's "Systems Approach to Assessment in Health Professions Education" course, Boston, MA, from 2011 – 2014.
3. *Clinical Competency Committee workshops*: In a collaboration between the Office of Faculty Development, the Center for Educational Resources, Surgical Education and GME at the Cleveland Clinic, I participated in creating teaching materials for workshops which were then delivered to GME faculty with roles on CCCs at the Cleveland Clinic.
4. **Cleveland Clinic/Cleveland State University M.Ed. in Adult Learning and Development program. Planning Programs for Adult Learners (ALD 663)**. Aug –Dec. 2013. Created slides, handouts, educational activities for each session I was responsible for within 16-week course.
5. *Other workshops at Cleveland Clinic*: created teaching materials for other workshops created and delivered at Cleveland Clinic for GME and CCLCM faculty.

Teaching administrative leadership:

At CCLCM and the Cleveland Clinic, I have a number of educational administration roles, including acting as Director for the Office of Faculty Development, CCLCM and the Cleveland

Clinic. As director of the Office of Faculty Development, I also provide administrative oversight and leadership for the Medical Education Fellowship, the Distinguished Educator Programs, and the Essentials Program for Health Professions Educators.

1. Director, Office of Faculty Development

Facility: Cleveland Clinic and Cleveland Clinic Lerner College of Medicine of Case Western Reserve University
Facility: Cleveland Clinic, Education Institute
Dates: Aug. 2013 – Present

Director, Medical Education Fellowship

Facility: Education Institute, Cleveland Clinic
Dates: Aug. 2013 – Present

Director, Essentials Program for Health Professions Educators

Facility: CCLCM and Center for Educational Resources, Cleveland Clinic
Dates: Aug. 2013 – Present

Director, Distinguished Educator Level I and II Programs

Facility: CCLCM and Center for Educational Resources, Cleveland Clinic
Dates: Aug. 2013 – Present

I am one of two directors of Assessment & Evaluation for the Internal Medicine Residency Program at the Cleveland Clinic. I have a leadership role in decisions regarding learner assessment and program evaluation, and I am an active member of the IMRP Clinic Competency Committee. Recently, I took on a co-chair role on the CCC.

2. Director, Assessment & Evaluation, Internal Medicine Residency Program

Facility: Cleveland Clinic
Dates: June 2014 - Present

At Scott & White Healthcare/Texas A&M HSC COM, I directed the Internal Medicine Department's Office of Medical Education, Evaluation and Research Development from 2010 until 2013.

3. Director, Office of Medical Education, Evaluation and Research Development

Facility: Internal Medicine Department, Scott & White Healthcare, Temple, TX
Dates: June 2010 – Aug. 2013

Participation in the community of educators:

Workshops/presentations: I have developed and implemented workshops and presentations for local, regional (SGEA/CGEA), national (APDIM), and international audiences (International Conference on Residency Education; Harvard Macy Institute).

Examples (see Teaching Inventory for other examples):

Colbert CY. *Invited – workshop presenter.* Increasing your scholarly activity in medical education: Making it count twice. Designed and facilitated a 90-minute interactive workshop as part of the “Faculty and Career Development Showcase” at Texas A&M HSC College of Medicine, College Station, TX on May 2, 2014. *CME offered.*

Colbert CY. *Presenter, workshop.* Presented “Enhancing the Validity of Surveys used in Program Evaluations” to participants at the AAMC/CGEA Regional Conference, Cleveland, OH on March 28, 2014. Participants included faculty and trainees from the AAMC Central Region. *CME offered.*

Colbert CY. *Invited – workshop presenter.* Visiting teaching faculty. Presented “Enhancing the validity of surveys used in program evaluations” to participants of the Harvard Macy Institute’s 2014 assessment course (“A Systems Approach to Assessment in Health Professions Education”) at Harvard Medical School, Boston, MA on March 10, 2014. Participants included U.S. and international health professions faculty and administrators.

Colbert CY. *Presenter, Workshop.* Visiting teaching faculty, Wisconsin Primary Care Faculty Development Fellowship, University of Wisconsin School of Medicine, Madison, WI, March 23-25, 2012. Presented 90-minute workshop titled: “Adult Learning: From Theory to Practical Applications” on March 24, 2012. Developed interactive scenarios. Audience: Midwest and Texas clinicians and physician assistants. *CME offered.*

Colbert CY. *Invited - Workshop presenter.* Visiting teaching faculty during Harvard Macy Institute course: “A Systems Approach to Assessment in Health Professions Education,” Boston, MA, March 11-16, 2012. Presented Selective Workshop titled: “Systems Thinking: A Foundation for Teaching and Assessing Systems-Oriented Care Competencies.” Presented 1-hour workshop on March 12th and 14th, 2012 to an international audience of health professions educators. *CME offered.*

Colbert CY. *Oral presentation.* “The patient panel conference experience: patients enhance residents’ awareness of competency issues.” International Conference on Residency Education, Victoria, British Columbia, Sept. 24-26, 2009. *Audience:* international audience of medical educators. *CME offered.*

Publications – in peer reviewed journals: I have been the author and co-author of the following health professions education publications:

1. **Colbert CY,** Dannefer E, French J. Clinical Competency Committees and assessment: Changing the conversation in graduate medical education. *J Grad Med Educ.* 2015 Jan. *In press.*
2. **Colbert CY,** Graham L, West C, White BA, Arroliga AC, Myers JD, Ogden PE, Archer J, Mohammad TA, Clark J. Teaching metacognitive skills: Helping physician trainees in the quest to ‘know what they don’t know.’ *Am J Med.* 2014 Nov 13.

3. French J, Dannefer E, **Colbert CY**. A Systematic Approach to Building a Fully Operational Clinical Competency Committee. *J Surg Educ*. 2014 Nov-Dec;71(6):e22-7. [Epub ahead of print]. May 27.
4. Mirkes C, Myers JD, Song J, Cable C, McNeal T, **Colbert CY**. Examining the relationship between resident moonlighting and Internal Medicine in-training examination performance. *Am J of Med*. 2014 Feb;127(2):163-7.
5. **Colbert CY**, Diaz-Guzman E, Myers JD, Arroliga AC. How to interpret surveys in medical research: A practical approach. *Cleveland Clinic J Med*. July 2013;80(7):423-435.
6. Samuel L, Mathews J, **Colbert CY**, McNeal T, Reddy S. Rotation simulates hospitalist responsibilities. *J of Med Educ Perspectives*. August 2013;2(1):20-23.
7. Cable C, Boyer D, **Colbert CY**, Boyer E. The writing retreat: A high-yield faculty development opportunity in academic writing. *J Grad Med Educ*. 2013;5(2):299-302.
8. **Colbert CY**, Myers JD, Cable CT, Ogden PE, Mirkes C, McNeal T, Skeen S. An alternative practice model: Residents transform continuity clinic and become systems thinkers. *J Grad Med Educ*. June 2012; 4(2):232-236.
9. Diaz-Guzman E, **Colbert CY**, Mannino DM, Davenport DL, Arroliga AC. 24/7 In-house intensivist coverage and fellowship education: A cross sectional survey of academic medical centers in the United States. *Chest*. April 2012;141(4):959-966. 2011 Dec 29. [Epub].
10. Wehbe-Janek H, **Colbert CY**, Govednik-Horny C, White BA, Thomas S, Shabahang M. Residents' perspectives of the value of a simulation curriculum in a general surgery residency program: A multimethod study of stakeholder feedback. *Surgery*. 2012 May;151:815-21.
11. Wehbe-Janek H, Lenzmeier C, Ogden PE, Lamden MP, Sanford J, Herrick J, Song J, Pliego J, **Colbert CY**. Nurses' perceptions of a simulation-based multidisciplinary training program for rapid response and code blue events. *J of Nur Care Qual*. 2012 Jan-Mar;27(1):43-50.
12. **Colbert CY**, Ogden PE, Ownby AR, Bowe C. Systems-based practice in graduate medical education: Systems thinking as a foundational construct. *Teaching and Learning in Medicine*. 2011 April;23(2):179-185.
13. McNeal T, **Colbert CY**, Cable C, Mirkes C, Lubowinski J, Myers JD. Patients' attention to and understanding of adverse drug reaction warnings. *Patient Intelligence*. 2010 Dec 10;2:59-68. *Invited Review*.

14. **Colbert CY**, Ogden PE, Lowe D, Moffitt MJ. Students as stakeholders in a free clinic experience: Students learn systems-based care and facilitate system change as stakeholders in a free clinic experience. *Adv Health Sci Educ Theory Pract*. Oct 2010;15:533-545.
15. **Colbert CY**, Mirkes C, Ogden PE, Herring ME, Cable C, Myers JD, Ownby AR, Boisaubin E, Murguia I, Farnie MA, Sadoski M. Enhancing competency in professionalism: Targeting resident advance directive education. *J of Grad Med Educ*. 2010 June;2(2):278-282.
16. **Colbert CY**, Mirkes C, Cable CT, Sibbitt SJ, VanZyl GO, Ogden PE. The patient panel conference experience: What patients can teach our residents about competency issues. *Acad Med*. 2009 Dec;84(12):1833-1839.
17. **Colbert CY**, Ownby AR, Butler PM. A review of portfolio use in residency programs and considerations before implementation. *Teach Learn Med*. 2008 Oct;20(4):340-345.

Publications – Book chapters: I co-authored the following medical education book chapters:

1. Ogden PE, West C, Graham L, Mirkes C, **Colbert CY**. "Simulation Based Medical Education in Internal Medicine." In Levine AI, DeMaria S, Schwartz AD, Sim A (Eds). *The Comprehensive Textbook of Healthcare Simulation*. New York, NY: Springer, 2013:391-400.
2. **Colbert CY**, Cable C, Myers JD, Mirkes C, McNeal T. "Balancing Faculty Scholarship and Career Development with Clinical Practice." In Ficalora RD, editor. *The Toolkit Series: A Textbook for Internal Medicine Education Programs*, 11th Edition. Washington, D.C.: Association of Program Directors in Internal Medicine, 2013:68-73.
3. Myers JD, Cable C, McNeal T, Skeen S, Mirkes C, **Colbert CY**. "Mentoring Residents Pursuing Careers in General Internal Medicine." In: Williams F, editor. *The Toolkit Series: A Textbook for Today's Chief Medical Resident*, 19th Edition. Alexandria, VA: Association of Program Directors in Internal Medicine, 2011:127-134. [Reprinted in 2012 edition]
4. Daniel R, Stites S, Halle D, Batrash A, **Colbert C**. "Inpatient Medical Education: Hospitalist Model." In: Ficalora RD, editor. *The Toolkit Series: A Textbook for Internal Medicine Education Programs*, 10th Edition. Washington, D.C.: Association of Program Directors in Internal Medicine, 2010:290-294.

Reviewer for peer-reviewed papers, national conferences: Recently invited to review research and review paper's for the 2015 AAMC Medical Education Meeting, a national conference.

Abstract reviewer for national/international conferences: Since 2010, I have acted as an abstract reviewer for regional, national and international conferences and meetings, including the following:

July 2014	Abstract reviewer for 15 th International Meeting on Simulation in Healthcare (IMSH 2015) Conference
May 2014	Abstract reviewer for 2014 AAMC Medical Education Meeting, Nov. 6-7, 2014, Chicago, IL
Dec. 2013	Abstract reviewer for AAMC's Central Group on Educational Affairs (CGEA) Conference, March 2014, Cleveland, OH
May 2013	Abstract reviewer for AAMC annual meeting, Nov. 2013, Philadelphia, PA: GEA/GSA Small Group Discussions and Digital Posters
Dec 2012	Abstract reviewer for AAMC's Southern Group on Educational Affairs (SGEA) Conference, April 2013, Savannah, GA
2012	Abstract reviewer for 2012 Generalists in Medical Education Conference, Nov. 2-3, 2012, San Francisco, CA
Dec 2011	Abstract reviewer for AAMC's Southern Group on Educational Affairs (SGEA) Conference, April 2012, Lexington, KY
Dec 2010	Abstract reviewer for AAMC's Southern Group on Educational Affairs (SGEA) Conference, April 2011, Houston, TX

Ad-hoc reviewer, peer-reviewed journals: Since 2008, I have acted as an ad-hoc reviewer for a number of peer-reviewed journals in the field of medical education, including the Journal of Graduate Medical Education and Medical Education Online. See CCLCM CV.

Evaluations and Other Evidence

Honors/awards are listed within my CCLCM CV. *Evaluations and other evidence related to my teaching/education roles can be found in a separate PDF document.*

TEACHING PORTFOLIO
 MARGARET L. MCKENZIE, MS, MD
 Assistant Professor of Surgery
 The Cleveland Clinic Lerner College of Medicine of CWRU
 Cleveland, OH

Personal Statement

Teaching Activities 40% FTE

A. Medical Student Education

- Clerkship Director, Department of OB/GYN: 2001-present: Curriculum development and didactic course development
- Problem Based Learning Facilitator: 2004-2006 PBL course for eight sophomore year medical students meeting 18 times during the academic year.
- Problem-Based Learning Case Writer, 2004-2006, Reproductive Biology and Endocrinology Basic Science curriculum Years 1 and 2
- Chair, Physician Advisors: Faculty development and recruitment of Assessment Portfolio Advisors- providing mentorship around the portfolio assessment system in self-assessment for year one through five for medical students Cleveland Clinic Lerner College Of Medicine (CCLCM) of Case Western Reserve University (CWRU): Chair of Advisors Committee and advisor to 20 students , classes of 2009-2019
- Ambulatory Clinical Preceptor OB/GYN -45 third year CWRU third year medical students per year: 2001- present
- Clinical teaching: Attending Physician on inpatient Labor and Delivery Service. In patient and Emergency room consult service. Responsibilities include supervision and instruction of residents, third year clerks and fourth year students on elective and acting internships; 26 weeks per year.
- Lecturer/Didactic session leader: various Core clinical curriculum topics in Obstetrics and Gynecology 2001-present (documentation available on the College of Medicine Curriculum Portal)

B. Resident Education

- Clinical Teaching (year round) 1995-current
 - Outpatient Gynecology
 - Inpatient Surgical and consult service in Gynecology
 - Core Lectures on curriculum topics
 Abnormal Uterine Bleeding (AUB)

Treatment Options for (AUB)
 Endometrial Ablation
 Pitfalls to Endometrial Ablation (EA)
 Management of EA complications

- Resident research mentor: 2010-present
- GME- April 2012 Lectures and Workshop on
 Hysteroscopy in Gynecology with American Association of
 Gynecologic Laparoscopists for Residents at the Canton
 Hospital, Canton, Ohio
 Instrumentation for Hysteroscopy
 Preoperative Considerations for hysteroscopy
 Diagnostic Hysteroscopy
 Operative Hysteroscopy
 Managing Complications of Hysteroscopy

C. Fellow Education

- Clinical Teaching:
 - o Ambulatory Gynecology service
 - o Core Lectures for Residents in Gynecology.
 - o Fellow research mentor: 2007-present

D. Continuing Medical education

- Lectures/seminars given for CME (Medical Education)
 - o Interdisciplinary Collaboration in the Design of a
 Problem Based Learning Case in the Basic Sciences
 APGO Faculty Development. January 2005.
 Cancun, Mexico
 - o Tools for Teaching in the Ambulatory Setting.
 October 2004 Grand Rounds –Department of
 OB/GYN
 - o Faculty Development Workshop “Narrative
 Feedback” co-presented with Dr. Eric Holmboe and
 Dr. Christine Taylor (Washington, D.C.) AAMC
 Annual Meeting
 - o Cleveland Clinic Fibroid Summit 2008, (Cleveland,
 Ohio) “Pitfalls of Endometrial Ablation”
 - o Cleveland Clinic Fibroid Summit 2010, (Cleveland,
 Ohio) “Abnormal Uterine Bleeding Management”
 - o National Medical Education Annual Faculty
 Development Meeting, 2008 (Atlanta Georgia) “
 Endometrial Ablations” and “Abnormal Uterine
 Bleeding”
 - o Faculty Development Workshop, "Advising around
 Portfolios" 16th Ottawa Conference: Ottawa,
 Canada, 25-29 April 2014
 - o Symposium, The 16th Ottawa Conference, “Issues
 and controversies in the use of portfolios for

- assessment in undergraduate and graduate medical education” April 2014. Co-Presented with Dr. Hedy Wald and Dr. Ken Locke (Ottawa, Canada)
- o Cleveland Clinic Academy 2012, Course on “Professionalism”. Co-taught with Dr. John Tetzlaff (Chair of Review and Promotions Committee of Cleveland Clinic Lerner College of Medicine)
 - o Case Medical School Annual Retreat, "Giving Narrative Feedback" 2012 co-presented with Dr. Susan Padrino workshop on Assessment Feedback
 - o Faculty Development Oral and Poster Presentation Workshop, “Portfolio Advising in Medical Education” Association of Medical Education in Europe (Lyon, France) August 2012
 - o Faculty Development Oral and Poster Presentation, "The Role of The Physician Advisor" co-presented with Elaine Dannefer, PhD AMEE (Genoa, Italy) August 2006
 - o Co-Course Director, Women in Healthcare Forum 2014
 - o CCLCM Faculty Development: Essentials in Clinical and Classroom Teaching: Redefining and Giving Useful Feedback 2005-2009

E. Program Development

Curriculum/Course Development

- Course Design: third year curriculum (solely) in Obstetrics and Gynecology clerkship-2003
- Course design: new clinical curriculum in Obstetrics and Gynecology-(solely) innovation in novel curriculum with mandatory longitudinal component and case based didactics; developed at CCLCM (2004-revised annually based on feedback) CCLCM Portal
- Senior Clinical Elective Design: (solely) curriculum for electives and Acting Internships in Obstetrics and Gynecology Department (2008 and revised annually)
- Curriculum for Physician Advisors: Developed Curriculum for Faculty Development for Advisors of the Portfolio Based Assessment System (Topics include but not limited to Conflict management, Boundary Issues, Learning Plan Development, Onboarding curriculum for newly recruited Physician Advisors) 2005-2014 and additional workshops added annually based on needs assessment cycle)

- Workshop Development: Co-developed workshops for introduction to Formative and Summative Portfolio instructions and advising for advisors and CCLCM medical students (2008 and revised annually)
- Enduring Educational Materials: **Co-Developed** “Best Practices” for Portfolio Advising around Assessment Portfolios 2010-2013
- Enduring Educational Materials: Portfolio Resource Handbook for Physician Advisors CCLCM Portal 2006- updated annually
- Enduring Educational Materials: Curriculum, Block II OB/GYN Cleveland Clinic Lerner College of Medicine 2004- updated annually
- Faculty Preceptor, **CCLCM OB/GYN Interest Group** (Students interested in Obstetrics and Gynecology), 2006-2011

F. Recognition and Awards

- Cleveland Society of Obstetrics and Gynecology
 - Third place winner Resident Research Award 1991
- Association of Professors in Gynecology and Obstetrics Excellence in Teaching Award-2001
- Ohio State University-School of Medicine Distinguished Professor of the Year Award-2005
- Association of Professors in Gynecology and Obstetrics (APGO)-Solvay Medical Education Scholar 2005
- Harvard Macy Medical Education Scholar, January 9-19/May 16-20, 2004
- Cleveland Clinic Division of Regional Medical Practice Educator of the Year Award 2005
- CASE School of Medicine Scholarship in Teaching Award: McKenzie, M. Quality of Narrative Assessment in the OB/GYN Clerkship
- CASE School of Medicine Scholarship in Teaching Award. McKenzie, M. Building a Learning Community Around Portfolio Assessment Advising
- Cleveland Clinic Master Educator award 2007
- Cleveland Clinic Lerner College of Medicine Distinguished faculty Award 2012
- Council on Resident Education in Obstetrics and Gynecology (CREOG) Resident Teaching Award 2013
- Clinical Supervision of observed new outpatient and in-patient consultations for CCLCM student "shadows" in 2009- present: NAMES

- Cleveland Clinic Center for Reproductive Medicine
Summer Internship Program Faculty 2009- present

G. Education Committee Work

National

- Undergraduate Medical Education Committee, (National Committee) Association of Professors in Gynecology and Obstetrics 2013
- Invitational Conference on Physician Portfolios and Other Learning Systems. Convened by Association of American Medical Colleges (AAMC), Accreditation Council for Graduate Medical Education, Federation of State Medical Boards, and National Board of Medical Examiners. Baltimore Maryland, October 1-3, 2007
- Association of Professors in Gynecology and Obstetrics (APGO) (Washington, D.C.) -Women's Health and Education Organization 2003, (National committee) present-national group of educators developed ACGME competencies for medical students for Women's Health Curriculum-now available on APGO website as a guide for clerkship directors and Deans for use

Cleveland Clinic Lerner College of Medicine of Case Western Reserve University

- Admissions Committee, The Cleveland Clinic Lerner College Of Medicine of CWRU 2004- 2010
- Clinical Education committee, The Cleveland Clinic Lerner College Of Medicine of CWRU 2001- present
- Physicians Advisory Committee, Chair. The Cleveland Clinic Lerner College Of Medicine of CWRU 2004-present
- Clinical Curriculum Council, Case University School of Medicine 2001-present
- Clinical Transaction Pathway, Case School of Medicine 2004-2005
- Student Assessment Committee, The Cleveland Clinic Lerner College of Medicine, 2004- present
- Clinical Curriculum task Force, The Cleveland Clinic Lerner College Of Medicine of CWRU 2001-2006

H. Continuing Medical Education in Medical Education and Leadership

- Faculty development Workshops sponsored by the Association of Professors in Gynecology and Obstetrics. Winter 2005-current (details in CV)
- Leadership in Health Care Professions Course- CCF- Sept 2004-May 2005
- ABC-recertification for the American Board of Obstetrics and Gynecology- 2004-2013 (70 evidence-based reviews in specialty performed annually)
- Harvard Macy Educational Scholars Program, Harvard University. Winter and Spring 2004
- IRB certification and recertification

- HIPAA certification
- Strategic Planning Program AAMC, (Washington, D.C) September 2013
- Mid-Career Faculty Development Seminar AAMC (Austin, Texas) December 2013

I. Teaching Publications

- Co-editor and Contributor to the ***Encyclopedia of Women's Health***, Kluiver Academic/Plenium Publishing Company. 2004
- Isaacson JH, Salas R, Koch C, McKenzie M. Reflective writing in the competency-based curriculum at the Cleveland Clinic Lerner College of Medicine. *Permanente J* 2008; 12: 82-8.
- McKenzie M, Sikin AL, Thacker HL, Gass M, Hodis HN, Jenkins MR. Putting the latest data into practice: case studies and clinical considerations in menopausal management. *Cleve Clin J Med* 2008 May; 75 Suppl 4:S-25-33.
-

J. Research Work in Medical Education: Presented in Poster and orally
K.

- IRB protocol#7844: Quality of End-of Clerkship Evaluations Collected Using a Web-Based evaluation system. March 2005. The APGO/CREOG Annual Faculty Development Meeting, Salt Lake City, Utah.
- IRB protocol#1310: Can Smartphone use improve the quality of narrative feedback when completing the medical student assessment form? (study in progress)
- IRB protocol#: Development, implementation and Evaluation of a Domestic Violence Curriculum among medical students rotating in the OB/GYN core Clerkship at the Cleveland Clinic Lerner College of Medicine (study in progress)- Publication pending

L. Trainees/Mentees (former medical students, residents, fellows, junior faculty)

Physician Advisor, CCLCM, students classes of 2009-
Class of 2009
Renee Salas

Robert Koeth,
Jonathan Riley,
Alan Siu
Class of 2010
Cathryn Zhang
Jun Xu
Lyndsey Benson
Jennifer Monti
Ryan Doan
Class of 2012
Caitlin Hicks
Class of 2013
Louie Hendricks
Maureen Cobabe
Class of 2014
Linda Zhu
Alionye Usifoh
Class of 2015
Zain Ahmed
Adekunle Elegebde
Daniel London
Class of 2016
Custon Nyabanga
Sean Steenberge
Chen Yan
Joanna Zhou
Class of 2018
Jin Zhang
Nicole Stegmeier
Yi Gao

Recruiter, CCLCM- 3 trips to date: Howard University, Washington, D.C.
2006 and Morehouse College and Spelman College, Atlanta GA; 2007

M. Educational Leadership

I have the responsibility to assume leadership in medical education both locally at CCLCM, Case School of Medicine and nationally. As we continue to traverse the issues surrounding health policy, the anticipated shortage of primary care physicians, the need for expansion of clinical class sizes to facilitate the increasing number of matriculating students along with the shrinking resources of committed teachers, faculty have to assume more leadership on every level. So I have been engaged in developing innovative approaches to delivering the curriculum in clinical disciplines without compromising the quality of teaching the students are privy to.

L. Statement of Goals

My greatest medical education accomplishment so far has been with my involvement in the planning of various aspects of both the basic sciences and the clinical core curriculum of the Cleveland Clinic Lerner College of Medicine of CWRU. The very philosophy of the College (training the physician investigator) reflects the process of facilitating the development of the reflective and inquisitive learner. This is my passion. As a former member of the Admissions Committee on which I have served since its inception in 2003, this passion starts with the very selection from many outstanding candidates who will become the future classes of the College of Medicine

My experience with problem-based learning (both as a writer of year 1 and 2 cases and as a tutor) has helped me in my roles as an Admissions Officer, clinical teacher and Physician Advisor to identify from our applicant pool the ideal student for this type of learning environment. In the outpatient setting, I have been able to serve a role model for what life-long learning really means. As a Physician Advisor to more than ten first through fifth year students of the College of Medicine, I have come to understand how important it is to let learners and faculty share stories. Stories of how we deal with the task of staying current with the literature, how we take care of patients who have access to the same information we have through modern information resources and maintaining our own sanity and sense of humor as we navigate our way through necessary challenges of modern day medicine.

Experience as a Chair and Recruiter of the Physician Advisors (Assessment Portfolio Advisors) has expanded my understanding of many aspects of learner driven assessment in a grade-less assessment system such as ours. My understanding of the use of formative and summative portfolios to address performance standards in competencies in medical education has broadened. In addition, using these formative assessments to transform learning goals into measurable outcomes has also been a new way to understand the use of portfolios in assessments. I thrive on helping students navigate remediation by allowing a safe, non-judgmental environment to facilitate the necessary counseling for insight necessary for behavior change.

Most of all, understanding all aspects of the College of Medicine and the values that serve to inform the guiding principles of the curriculum, has helped provide me with a broad perspective to lead in the capacity I am currently involved.

TEACHING DOMAIN

Title of teaching activity	Simulation - Based Introduction to Minimally Invasive Surgical Techniques
Your teaching role	I am the primary teacher and Co-Course Director of a 5 week simulation-based education course for first year residents/post graduates in surgery and surgical specialties
Level of learner	Beginning Surgery Residents/Post graduates
Contact with Learners (Quantity)	<p>This 5 week course is taught for 2 months each year (at the beginning of the academic year)</p> <ol style="list-style-type: none"> Direct Teaching Contact time <ol style="list-style-type: none"> Lectures/demonstrations 10 hours Workshops 4 hours Simulations 60 hours (10 hours/group) Total number of hours per year for preparation 114 hours Average # learners per session <ol style="list-style-type: none"> Lectures and workshops 40 learners Simulations 6 groups (6-7 learners/group) <p>40 different learners per year total</p>
# Years Teaching	7 Years teaching this course
Goals	<p>After completing the Simulator-based Introduction to Minimally Invasive Surgical Techniques Course, the learner should (with supervision) be able to:</p> <ol style="list-style-type: none"> Describe the literature that supports when minimally invasive surgical techniques will produce superior outcomes compared to traditional methods Demonstrate independent manipulation of equipment to complete a successful surgery Demonstrate proficiency (as measured by simulation assessments) in basic techniques: applying clips, passing and tying sutures, etc. using only minimally invasive instruments <p>Assessments in this course are competency-based and provide data about competency in patient care and practice based learning and improvement. The assessment tools used during the simulations were created through a consensus-building process by the faculty who teach in the course. Proficiency is determined using a criterion-based performance scale. Residents can participate in operative cases only after proficiency has been determined.</p>
Methods	Lecture/Demonstration/Workshop/Small Group Simulations
Evidence of Quality	<ul style="list-style-type: none"> Top rated teaching attending in the department in 12 of the last 16 years based upon resident evaluations Score of 3.8-4.0 (on a 4 point scale) on teaching abilities, mentorship, and professionalism from all of the residents (past five years) Positive resident comments and letters from last 4 years (Available upon request) Letter of Support available, upon request, from Program Director indicating this course aids recruitment of learners Accreditation of the participating programs. Accreditation reports from site visitors done since the implementation of this program are available on request and visitors have noted the impact of this program on learning and on documenting competency of the residents American Society of Simulation Programs Endorsement awarded to this program. Endorsement is based upon peer review of our simulator scenarios with subsequent dissemination of our work to other centers. (Emails from directors of other programs who have used the scenarios are available for review)
Evidence of Dissemination	<ul style="list-style-type: none"> See above (Evidence of Quality) for information about dissemination of our work by the American Society of Simulation Programs I have been invited to teach sections of this simulation course at five academic medical centers Conducted simulator-based educational activities at the national meeting of the Association for Surgical Education annually for past 5 years I have published 2 first author articles on simulation-based teaching of minimally invasive surgical techniques in peer-reviewed journals (<i>citation included here</i>)

A. Overall Evidence of Teaching Quality

2011	Finalist and Honorable Mention, Teaching Recognition Award, International Simulation Research Society
2009	Inducted by class of 2006 AOA medical students as a Faculty Member of Alpha Omega Alpha honor society (based upon teaching and/or mentorship skills)
2008	Teacher of the Year, Department of OB/GYN (outside of my department)
2008	Teacher of the Year, Department of Surgery
2006	Excellence in Teaching Award
2006	Teacher of the Year, Department of Surgery

Philosophy of Teaching/Personal Development

I truly believe that the most important education we can provide our students is to become reflective, self-directed lifelong learners. Learning has to be active and one learns best by doing. I love technology and strongly believe that used appropriately, it can enhance teaching and learning and make these more efficient; however pedagogy clearly has to come before technology.

I am a constructivist at heart, convinced that students have to create knowledge themselves and it is the role of the educator to expose them to experiences that will stimulate them to reflect and learn. With the rapid increase in amount of information and the potential for technology to allow access to online repositories of information and connect with experts in various fields, connectivism has had a significant impact on how I learn and how I help students to learn.

I personally practice life-long learning and most of what I know about pedagogy and technology and the intersection of the two, I have learned myself informally. I participate in online and face to face personal learning networks of experts in these areas. I apply what I have learned about learning to my education strategies. I regularly conduct workshops on information management, staying up to date and creating and managing personal learning networks using online tools. I set high expectations of students, communicate these clearly early in the rotation, scaffold them to bridge learning gaps, provide frequent and timely formative feedback and create a safe environment for them to ask questions and practice what they have learned.

Teaching Inventory

- Local
 - Medical students
 - Longitudinal preceptor for year 1 or 2 student since 2004
 - Preceptor for ambulatory Internal Medicine clerkship for year 3 students since 2006
 - Longitudinal preceptor for year 4 students in research year since 2007
 - Multiple Seminars for CCLCM students on
 - Professionalism in the digital age
 - Information management
 - Longitudinal collaborative learning
 - CME
 - Activity Director, “Web 2.0 and Social Media in Medicine” Online CME course available at <http://www.clevelandclinicmeded.com/live/courses/social-media/>
 - Co-course Director, “Becoming a Digital Citizen: Technology for Health Professions Educators” Annual 5-day course at Harvard Macy Institute offered every October since 2013.
 - Faculty, “2015 Updates in Primary Care and Current Topics in Ophthalmology for Primary Care Providers”. 8 of the 14 AMA PRA Category 1 Credits
http://www.universityatsea.com/coursedetails.php?program_number=1397

- Faculty, “2016 Updates in Primary Care and Current Topics in Ophthalmology for Primary Care Providers”. 8 of 14 AMA PRA Category 1 Credits
https://universityatsea.com/coursedetails.php?program_number=2412
- Faculty, “2010 General Medicine Review” 8 or 14 AMA PRA Category 1 Credits
https://universityatsea.com/coursedetails.php?program_number=2412
- Regional
 - Mehta N. “Helping Students Practice What They Preach – Leveraging Technology in Education and Patient Care” Plenary Presentation, SGIM MidWest regional meeting, Cleveland, August 2015
 - Mehta N, “Pedagogy and Technology – Where the Twain Shall Meet” Keynote address at the Society of General Internal Medicine New England Regional Meeting, Boston MA, March 2015
- National/international
 - Mehta N. “Preparing our Medical Students for the Medicine of the Future”, Visiting Professor, GKT School of Medical Education, King’s College, London, June 2015 – A series of workshops and presentations for faculty and students towards developing a new medical school curriculum.
 - Mehta N. “*Personal Learning Networks - How can they play a role in your professional development?*” Keynote address, Education Congress, Karolinska Institutet, Stockholm, Sweden, 3/106. (Will also be participating in panel discussions and conducting a workshop on related topics).
 - Mehta N, Co-Course Director, “Advances in Information Technology & Support Systems to Enhance Medical Education”, for physician educators in Singapore, National Healthcare Group and Harvard Macy Institute, 10/2011 - 10/2013

Important teaching contributions

- Curriculum development
 - Developed the curriculum for a 3 credit course “Educational Technology in Health Professions Education (ALD 511)” offered as part of Master of Education in Health Professions Education in collaboration with Cleveland State University. I teach this course in the spring of the second year of this Masters program.
 - Chretien K, Mehta N, Wiechmann W, Vartabedian B, “Digital Literacy for Educators and Learners Toolkit” AAMC 2014 available at
<https://www.aamc.org/members/gir/resources/359492/digitalliteracytoolkit.html>
- Teaching materials development
 - Working on creating content for use of Microsoft HoloLens for medical student education.
- Teaching administrative leadership
 - As Director of Education Technology for CCLCM since 2003, I helped design, develop, implement and maintain the majority of the software and platforms for curriculum

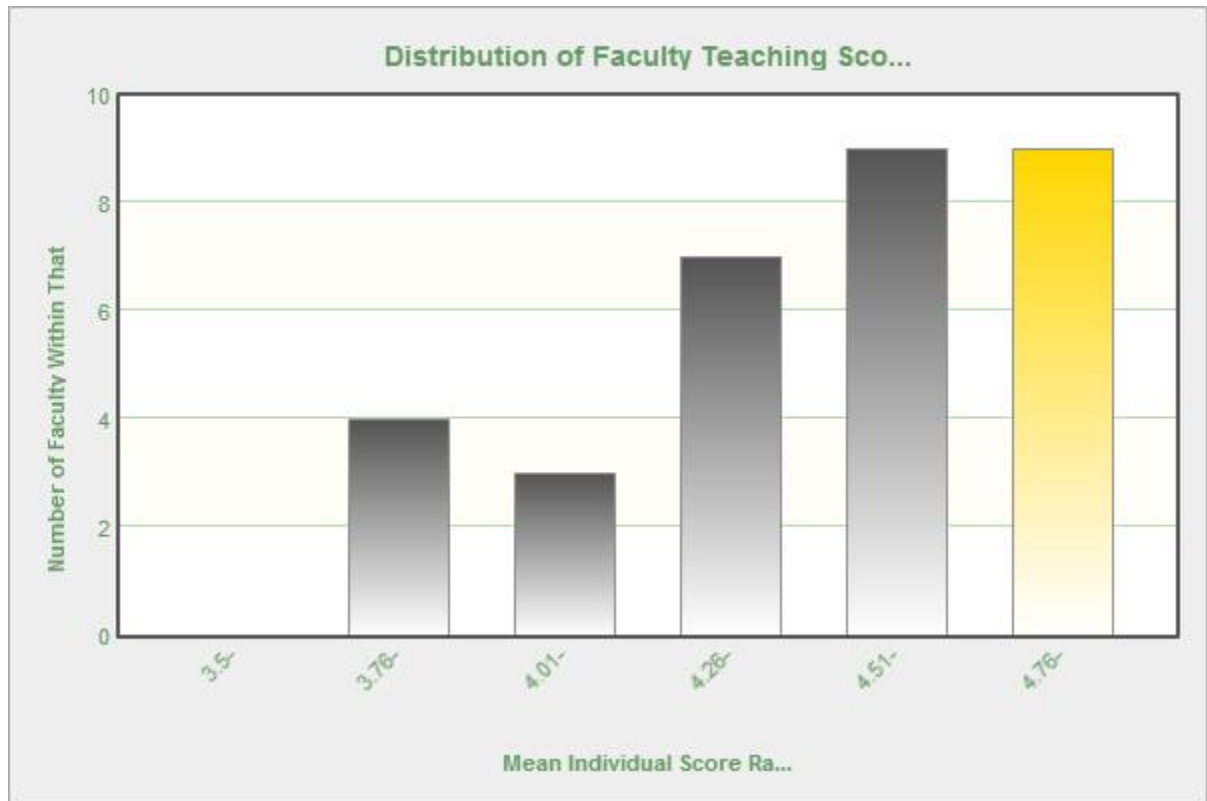
delivery, assessments, ePortfolio, patient logs, scheduling and logistics for medical school.

- Now as Assistant Dean for Education Informatics and Technology, I will continue to work in the same areas and in addition will be focusing on the education IT needs of the new Health Education Campus.
- I am leading the Cleveland Clinic and CCLCM efforts in the collaboration with Microsoft to study and integrate newer technologies like Surface Hub, HoloLens, OfficeMix, Surface Pro and Microsoft Band in learning and patient care. In this capacity I work closely with Dean Pam Davis, Executive Dean Jim Young and COO William Peacock and Dr. Cosgrove along with other colleagues at CWRU and Microsoft.
- I am leading the Cleveland Clinic efforts in the collaboration with IBM on the use of Watson in analyzing electronic medical records and in helping students in learning.
- Community of educators
 - Founded the Google+ Community “Technology in Education” and it has grown to a membership of almost 167,000 educators who have formed a professional learning network and share updates on a daily basis.
<https://plus.google.com/communities/106567026492773899034>
 - Co-Founded the Google+ Community “HMI: Becoming a Digital Citizen” Community of HealthEd Schlars – participants of the annual Harvard Macy Institute “Becoming a Digital Citizen Course”. This is a private community with a membership of 125.
<https://plus.google.com/communities/109272088312874287720>
- Recent education related workshops, demonstrations
 - Mehta, N. “Pedagogy and Technology, Where the Twain Shall Meet?”. Workshop at CCLCM Curriculum Leaders’ Retreat 11/5/2015
 - Mehta, N. “Information Management for Lifelong Learning” Plenary Workshop at Annual Education Retreat, CWRU SOM 3/12/2015
 - Mehta, N. “Technology in Teaching” workshops for Cleveland Clinic and CCLCM faculty offered annually as part of the Essentials Program for health Professions Educators
 - Numerous workshops for CWRU SOM Faculty on feedback, assessment and technology-enhanced pedagogy
 - Mehta N, Phitayakorn R. “Information Management for Lifelong Learning” Sanford Medicine X | Ed, Stanford, 9/2015 (Workshop)
 - Chan, Thoma, Lafferty, Lin, Cunningham, Mehta, Joshi "Digital You: Creating an Engaging Digital Presence" International Conference on Residency Education, ICRE, 10/2014 (Pre-Course Workshop)
 - Mehta N, Lafferty N, Cunningham AM, Jalali A "Creating eLearning Mashups" CCLCM, Canadian Conference on Medical Education, 05/2014 (Workshop)
 - Mehta N, Isaacson JH, "Teaching Professionalism in Social Media - Leveraging the AAMC Digital Literacy Toolkit" CCLCM, CGEA Spring Conference, 03/2014 (Workshop)
 - Mehta N, Hull A, Isaacson J, Wolpaw D, “Towards an Ideal Clinical Assessment System”, Annual Meeting of the Society Of General Internal Medicine, 05/2011 (Workshop)
 - Mehta N, Locke K, Crotty B, Mostagami A, “Web 2.0 For Clinician Educators”, Annual Meeting of the Society Of General Internal Medicine, 5/2011 (Pre-Course Workshop)

- Mehta N, Locke K, Crotty B, Mostagami A, “Web 2.0 For Clinician Educators”, Annual Meeting of the Society Of General Internal Medicine, 5/2010 (Pre-Course Workshop)
- Mehta N. "Educating the Digital Doctors of Tomorrow" Presentation and panel discussion at SINAIInnovations, New York, October 2015
- Mehta N. “Preparing our Learners for the Digital Age” Workshop at Massachusetts General Hospital Institute of Health Professions, Master of Science in Health Professions Education Convocation Program, Boston, MA, June 2015
- Mehta N. “Technology and Pedagogy – Where the Twain Shall Meet” Keynote address at the Convocation Program for the graduates of the Master of Science in Health Professions Education Program at Massachusetts General Hospital Institute of Health Professions. Boston, MA, June 2015
- Mehta N, “How to Develop and Enhance a Professional Online Identity”, Joint International Conference, Amdavad, India 1/2015
- Mehta N, “Using a Smartphone to Optimize my Patient Therapeutics: How and Where to Go?” Joint International Conference, Amdavad, India 1/2015
- Mehta N, “Google Glass and Augmented Reality” Joint International Conference, Amdavad, India 1/2015
- Education related publications:
 - Chan T, Joshi N, Lin M, Mehta N. “Using Google Hangouts on Air for Medical Education: A Disruptive Way to Leverage and Facilitate Remote Communication and Collaboration”, *Journal of Graduate Medical Education*, 7 no. 2 (June 2015): 171-173
 - Mehta, Neil B., Alan L. Hull, James B. Young, and James K. Stoller. “Just Imagine: New Paradigms for Medical Education.” *Academic Medicine: Journal of the Association of American Medical Colleges* 88, no. 10 (October 2013): 1418–23. doi:10.1097/ACM.0b013e3182a36a07.. PMID: 23969368
 - Chudkoff JH, Obuchowski NA, Mehta N, Reid JR. "Worldwide Utilization of a web-based learning tool for pediatric radiology". *Am J Roentgenol*, 2013; 200(5), 974-9. PMID: 23617478. <https://www.ncbi.nlm.nih.gov/pubmed/23617478>
 - Shultz E, Pandya M, Mehta N. "Technology and teaching: Suicide Risk Assessment". *Medical Education*, 2013; 47(11), 1132-33. <http://onlinelibrary.wiley.com/doi/10.1111/medu.12322>
 - Atreja Ashish, Mehta Neil B, Jain Anil K, Harris Cm, Ishwaran Hemant, Avital Michel, Fishleder Andrew J. "Satisfaction with web-based training in an integrated healthcare delivery network: do age, education, computer skills and attitudes matter?". *BMC medical education*, 2008; 8(3), 48. PMID: 18922178
 - Mehta N, Flickinger T. "The Times They Are A-Changin': Academia, Social Media and the JGIM Twitter Journal Club". *Journal Of General Internal Medicine*, 2014; Online First, 1-2. <http://link.springer.com/article/10.1007/s11606-014-2976-9>
 - Mehta N, Hull A, Stoller J. "Lecture Halls without Lectures". *New England Journal of Medicine*, 2012; 367(7), 677-679
 - Mehta N, Hull A, Young J. “Using USMLE scores for selection for GME? We can do better!”. *Academic Medicine*, accepted for publication

Evaluations and awards

- CWRU SOM Scholarship in Teaching Awards
 - 2005 Web Based Patient Log
 - 2007 Clinical Assessment System
 - 2009 Second Life in Medical Education
 - 2012 Swimming in the murky waters of social media, A workshop for medical students
 - 2015 Impact of Online Spaced Repetition



This graph outlines the number of faculty teaching scores for 2014-15 that falls within each range for the department. The range the individual's mean falls in is highlighted in yellow

I absolutely love to help students learn and I think the following sample comments by students best capture my passion for education:

- Dr. Mehta established an environment conducive to learning. I was not afraid to ask questions, and he always asked what I wanted to work on prior to beginning the day. Dr. Mehta gave me assignments of things to look up that pertained to a patient I saw; this greatly enhanced my clinical knowledge.
- Dr. Mehta went out of his way to make sure that I got as much as possible out of each day in clinic. He always dedicated time at the beginning of clinic to establishing goals for the day and for individual patient encounters. Dr. Mehta clearly outlined his expectations for each clinical interaction, so I always knew what was expected of me. In addition, Dr. Mehta provided constructive feedback and suggestions that I invariably used every day in clinic thereafter.
- Dr. Mehta not only provided incredible feedback, but he also did a fantastic job of focusing on feedback that I could apply to other clinical experiences. Furthermore, he did a phenomenal job of framing feedback constructively. For this reason, I felt empowered to implement feedback that he gave and to experiment with

new approaches without being afraid of being reprimanded. He went out of his way to provide feedback throughout the clinical day, such that I was able to implement changes in the same day.

- Dr. Mehta is one of the best teachers I have ever had. He stimulated practice-based learning by allowing me to identify my own targeted areas of improvement and goals for our sessions together. He also gave me learning objectives to research on my own time pertaining to patients I saw.
- Dr. Mehta provides a phenomenal example of practice-based learning. He very frequently modeled clinical reasoning, procedural approaches, and strategies during patient care. He then encouraged me to implement these strategies, which was a great learning experience for me. Out of every preceptor I worked with, Dr. Mehta was the most dedicated to ensuring that I gained as much knowledge and comfort with available resources as possible.
- Dr. Mehta struck the perfect balance between encouraging independence and providing supportive supervision. One significant strength in this regard is his dedication for choosing learning objectives for supervised interactions. This commitment to defining expectations clearly helped me feel comfortable and natural during observed experiences and helped me get the most out of them. Dr. Mehta was extremely flexible in which interactions he decided to observe based on my comfort level and previous experiences. Importantly, he was also sensitive and considerate during observed encounters. I am normally very self-conscious during supervised activities, but Dr. Mehta's approach helped me feel completely at-ease and empowered.
- Understood when I couldn't make it to clinic. Took a notable amount of time out of his schedule to teach me. It is because of teachers like this that the medical apprenticeship works.
- Dr. Mehta is one of the best teacher's I have ever had. He has fueled my interest in internal medicine and I hope to be a physician like him in the future.
- Dr. Mehta was a really thorough faculty member and took every opportunity to teach. His gentle but authoritative manner was both conducive to teaching as well as an example of establishing excellent rapport with patients. His feedback to me while observing was something extremely helpful which I have incorporated into every patient encounter since.

Teaching Portfolio

Cleveland Clinic Lerner College of Medicine of
Case Western Reserve University

S. Beth Bierer, PhD

Director of Evaluation
Assistant Professor of Medicine

December, 2011

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Educational Philosophy

“Take them where they are and move them to where they are not” was my goal when I taught high-school aged students. Twenty years later, my philosophy toward teaching remains the same. This essay outlines my views toward teaching and the approach I take with adult learners

First, I believe that any teacher must have content expertise and possess the ability explain core concepts in multiple ways. Thoroughly understanding a given subject matter is essential to diagnose learners’ needs and encourage them to achieve their potential. Very few learners require remediation; most require inspiration. This rule rings true, in my opinion, with all learners regardless of status. I have helped illiterate adults read and coached clinical fellows about emotional intelligence. Most learners want to excel. My goal as a teacher is to help them excel.

Second, learners must be engaged. I strive to do this by eliciting learners’ prior knowledge and helping them apply concepts to novel scenarios. I strive to develop lesson plans where learners work on different tasks every 15 minutes. I also welcome questions, encourage discussion, and incorporate small group activities. I believe in the social constructivism model, and my role as a teacher is to facilitate learning.

Third, I give learners regular constructive feedback about their performance. I accomplish this goal by purposefully aligning assessment with instruction. A competency-based approach is ideal because this model clarifies my expectations for learners and gives me distinct criteria in which to provide feedback. I do not believe grades help students become life-long learners. Consequently, I only offer contract grading options for the courses I teach.

Finally, teachers must want to work with any one at any time. Teaching is a calling. I entered this occupation for the intellectual stimulation, to contribute to the next generation, and to learn from students and colleagues. One must have passion and flexibility and a strong desire to improve to become an effective teacher. I try to practice this during formal classroom instruction or when someone approaches me in the hallway for advice about an educational research project. After each teaching encounter I reflect on my performance and strive to improve. I am a better person because of the purposeful reflection that effective teaching requires.

Professional Development in Medical Education

1. September Discovery Courses – 1999
University of Dundee, Centre for Medical Education, Dundee, Scotland
Each year the Centre for Medical Education runs a series of courses designed to help educators' develop understanding of medical education. The courses are attended by health professionals from all over the world. I completed several courses over a two week period at the Centre for Medical Education and decided, upon my return to the US, to pursue an academic career in medical education.
2. Fellowship in Medical Education – 2002 through 2005
Center for Medical Education Research and Development, Cleveland, Ohio
The Medical Education Fellowship is designed to assist an individual with advanced training in the educational, social, or behavioral sciences who has completed all required coursework for her/his dissertation. The Fellowship is funded by the Education Institute at the Cleveland Clinic and is based in the Center for Medical Education Research and Development (CMERAD). The Fellowship provided opportunities for me to learn about the broad spectrum of medical education and focus on assessment and evaluation as areas of interest.
3. Academy Workshops, 2006 – Present
Cleveland Clinic, Cleveland, Ohio
The Cleveland Clinic Academy (CCA) provides a broad spectrum of courses in leadership, education and management for Clinic Staff, residents, fellows, academics, nurses, medical students, and administrators with a Master's degree and above or at least 3 years of supervisory experience. I regularly attend CCA courses (usually half-day sessions) to improve my leadership, management, and mentoring/advising skills.
4. Harvard Macy Institute for Educators in the Health Professions – 2006
Harvard Medical School, Boston, Massachusetts
The goal of the program is to enhance the professional development of physicians, basic scientists, and other health care professionals as educators. The 15-day course combines five major themes: learning and teaching, curriculum, evaluation, leadership and information technology. Participating in this course expanded my professional network and helped me develop and implement a comprehensive plan to evaluate the Cleveland Clinic Lerner College of Medicine's research curriculum.
5. Distinguished Educator I Certificate, Cleveland Clinic – 2007
This series of workshops is designed to provide a solid foundation in teaching and assessment skills and is offered to all Cleveland Clinic faculty. I completed the following activities to earn the Distinguished Educator Level 1 Certificate: (1) attend and participate in the half-day mini-retreat; (2) attending and participating in at least five of the remaining sessions; (3) choose a theory and write a short skill development plan; and (4) successfully implement plan during a scheduled observation and receive feedback from either the director or faculty development associate.
6. Participation in Professional Associations
I am active in the American Evaluation Association, the American Educational Research Association, and the Association of American Medical Colleges.

Teaching Inventory

Medical Students

1. Workshop (3 hours) – “Strategies to Evaluate Educational Programs”, Scholars Collaboration in Teaching and Learning, CWRU Medical Students & Faculty (July, 2011; May, 2010; June, 2009)
2. Workshop (1.5 hour) – “Creating a Collaborative Learning Environment”, CCLCM Students (July, 2007)
3. Research Block Facilitator (8 Contact Hours), CCLCM Medical Students (July-August, 2004)

Graduate Students, Residents, and Fellows

1. Faculty Participant, Medical Education Journal Club (20 Contact Hours/Year), Cleveland Clinic Medical Education Fellows (2008 – Present)
2. Course (24 Contact Hours), Questionnaire Design/Survey Research, Cleveland Clinic Fellows/Staff (spring, 2003; spring, 2004)

Local Presentations for Continuing Medical Education:

1. Workshop (3 hours) – “Activities that Support Portfolio Assessment”, Jones Day Portfolio Symposium, international/national group of faculty invited to attend, Cleveland Clinic (April, 2011)
2. Grand Rounds, Education Institute – “Nuts and Bolts of Competency-based Education”, Clinic faculty and staff, Cleveland Clinic (April, 2011)
3. Workshop (2 hours) – “Effective Evaluation of Educational Programs”, Essentials of Teaching Certificate Program, CCLCM Faculty (March, 2011; May, 2009)
4. Workshop (2 hours) – “Publishing your Teaching Innovations”, Center for the Advancement of Medical Learning, CWRU Faculty (September, 2010)
5. Workshop (4 hours) – “Strategies to Obtain Recognition for Your Everyday Work”, CCLCM Clinical Faculty (May, 2010)
6. Workshop (2 hours) – “Strategies to Report Educational Innovations in Peer-reviewed Literature”, CWRU Faculty Retreat (February, 2010)
7. Workshop (2 hours) – “Program Evaluation”, Center for the Advancement of Medical Learning, CWRU Faculty (May, 2009)
8. Workshop (2 hours) – “Important Considerations when Someone Says, ‘Let’s do an OSCE...’” Essentials of Teaching Certificate Program, CCLCM Faculty (March, 2007)

Invited National Presentations for Continuing Medical Education:

1. **Bierer, S.B.**, "Dissemination Strategies: Conducting One-on-One Interviews with Trainees", Invited Presentation, "Med into Grad" Initiative, Howard Hughes Medical Institute, Chevy Chase, Maryland (July, 2011)
2. Van den Veyver, I. B., & **Bierer, S. B.**, "Peer Cluster Collaborations", Invited Presentation, "Med into Grad" Initiative, Howard Hughes Medical Institute, Chevy Chase, Maryland (March, 2009)
3. **Bierer, S. B.**, "How do We Measure the Impact and Success of our Programs?", Invited Presentation, Scholarly Concentrations Programs Collaborative, Association of American Medical Colleges, National Meeting, San Antonio, Texas (November, 2008)
4. **Bierer, S. B.**, "Using Online Surveys for Program Evaluation", Invited Presentation, "Med into Grad" Initiative, Howard Hughes Medical Institute, Chevy Chase, Maryland (November, 2007)

Peer-reviewed National Workshops for Continuing Medical Education:

1. **Bierer S. B.**, Taylor, C. A., Dannefer, E. F., & Hull, A. L. "Practical Steps to Design a Competency-based Assessment System." Workshop, Association of American Medical Colleges, Washington DC. (November, 2010)
2. Dannefer, E. F., Taylor, C. A., **Bierer, S. B.**, & Hull, A. L. "A Step-by-Step Process for Designing and Implementing Portfolios." Workshop, Association of American Medical Colleges, Washington DC. (November, 2010)
3. Papp, K. K., **Bierer, S. B.**, & Pokala, S. "How to Publish your Teaching Innovations". Workshop, Clerkship Directors of Internal Medicine, San Antonio, Texas. (October, 2010)
4. **Bierer, S. B.**, & Jarrett, M. "Strategies to Evaluate Graduate Training Programs for Laboratory Scientists", Workshop, Graduate Research Education and Training (GREAT) Annual Meeting, Association of American Medical Colleges, St. Lois, Missouri. (October, 2009)
5. Taylor, C., Dannefer, E. F., Hull, A. L., & **Bierer, S. B.** "From Standards to Evidence and Back Again: Designing and Sustaining a Competency-Based Assessment System Utilizing Portfolios". Workshop, Annual Meeting, Association of American Medical Colleges, Washington, DC. (November, 2007)
6. Helm, N., Papp, K. K., Eleuze, E., & **Bierer, S. B.** "Teaching at the Patient's Side". Workshop, National Meeting of the Clerkship Directors of Internal Medicine, Savannah, Georgia. (October, 2003)

Curriculum Development and Instructional Design

Evaluation of Educational Programs/Initiatives

As Director of Evaluation, I oversee the evaluation of curricula for the Cleveland Clinic Lerner College of Medicine of CWRU and the Molecular Medicine PhD Program of CWRU. This role involves developing and implementing evaluation policies/practices, ensuring ethical research practices, designing data collection tools/methods, reporting evaluation findings to stakeholders, publishing program outcomes in peer-reviewed venues, and serving as an evaluator on training grants.

Service on Committees

During my career, I have had several opportunities to serve on curriculum committees across the medical education continuum. The following list summarizes my current and past involvement on various committees within Case Western Reserve University, the Cleveland Clinic, and Cleveland State University.

Case Western Reserve University School of Medicine (CWRU)

2006 – Present	Joint Clinical Oversight Group (Member)
2005 – 2011	Program Evaluation Committee (Member)
1996 – 2002	Primary Care Program Committee (Member)
1996 – 2002	Third Year Oversight Committee for Primary Care Track (Member)
1999 – 2000	Ad Hoc Committee on Student Confidentiality Issues (Member)
1997 – 2000	Medical Education Committee, MetroHealth Medical Center (Member)
1995 – 2000	Evaluation Committee, Primary Care Track (Member)
1994 – 1996	Promotion and Tenure Committee, Family Medicine (Member)
1993 – 1996	Predoctoral Education Committee, Family Medicine (Member)
1991 – 1993	Urban Child Health Committee, Pediatrics (Member)

Cleveland Clinic Lerner College of Medicine of CWRU (CCLCM)

2010 – Present	Executive Committee, Molecular Medicine PhD Program (Member)
2010 – Present	Curriculum Steering Council (Member)
2006 – Present	Curriculum Steering Council, Molecular Medicine PhD Program (Member)
2005 – Present	Deans' Advisory Group (Member)
2005 – Present	Basic Science Education Committee (Member)
2004 – Present	Medical Education Research Committee (Chair since 2008)
2003 – Present	Student Assessment Committee (Member)
2003 – Present	Foundations of Clinical Medicine Committee (Member)
2002 – Present	Clinical Education Committee (Member)
2005 – 2008	Standardized Patient Committee (Member)
2005 – 2008	Basic Core I Clinical Curriculum Planning Committee (Member)

Cleveland State University (CSU)

2011 – Present	Planning Committee for Masters in Health Professions Education (Member)
2011 – Present	Admissions Committee for Health Professions Education (Chair)

Program/Curriculum Development

1. Workshops

I developed a variety of workshops at the local and national level on topics involving assessment, competency-based education, program evaluation, and scholarship in medical education.

2. Postdoctoral Fellowship in Medical Education for Social Scientists

Since 2008, I have directed a medical education fellowship for PhD-prepared social scientists. My role involves recruiting fellows to join the program and tailoring educational experiences that align with each fellow's research project. I am currently redesigning the one-year fellowship into a two-year program before recruiting a fellow in 2012. Past fellows I recruited and supervised include:

11/2009 – 10/2010	Sophia Gladding, PhD, Director of Evaluation, Pediatrics and Internal Medicine residency programs, University of Minnesota
8/2008 – 7/2009	Cheryl Hunter, PhD, Assistant Professor (Tenure Track), Center for Literature, Medicine, and Biomedical Humanities, Hiram College, Ohio

3. Fellowship in Medical Education for Professional Staff at the Cleveland Clinic

I serve as faculty member for a one-year medical education fellowship for professional staff at the Cleveland Clinic. My role involves attending monthly tutorials and assisting fellows with their educational projects. Past fellows include:

9/2009 – 8/2010	David Lang, MD, Respiratory Institute
9/2009 – 8/2010	Paul Ford, PhD, Bioethics
9/2008 – 8/2009	J. Eric Jelovsek, MD, OB/GYN & Women's Health Institute
9/2008 – 8/2009	Carol Farver, MD, Anatomic Pathology
9/2007 – 8/2008	Kathleen Quinn, MD, Child and Adolescent Psychiatry
9/2006 – 8/2007	Richard Schlenk, MD, Center for Spine Health
9/2005 – 8/2006	Lily Pien, MD, Respiratory Institute

4. Masters in Health Professions Education

I am involved with the development of a masters program for physicians, nurses, and allied health at the Cleveland Clinic. I am designing a new course in Educational Research Design and will co-teach other classes in the program with faculty at Cleveland State University's College of Education and Human Services. I also chair the admissions committee for this new program.

5. Survey Research Course

I developed and taught a six-week course in 2004 and 2005 on Survey Research/Questionnaire design for clinical fellows and professional staff at the Cleveland Clinic.

Participation in Community of Educators

Reviewer for Medical Education Journals

2011 – Present	<i>Medical Teacher</i>
2010 – Present	<i>Medical Education BMC</i>
2010 – Present	<i>Evaluation and the Health Professions</i>
2009 – Present	<i>Academic Medicine</i>
2009 – Present	<i>Anatomical Sciences Education</i>
2008 – Present	<i>Journal of General Internal Medicine</i>

Reviewer for Professional Meetings/Awards

2011 – Present	Reviewer, Generalist Meeting in Medical Education Conference
2010 – Present	Reviewer, National Meeting, Group on Educational Affairs, Association of American Medical Colleges
2009 – Present	Invited Panel Reviewer, National Meeting, American Educational Research Association
2007 – Present	Scholarship in Teaching Award Case Western Reserve University School of Medicine
2008 – Present	Reviewer, Central Group for Educational Affairs, Association of American Medical Colleges
2005 – 2008	Reviewer, National Meeting, American Educational Research Association

Educational Administration Inventory

2011 – Present	Chair, Admissions Committee for Masters in Health Professions Education Program, Cleveland State University, Cleveland, Ohio
2008 – Present	Program Director, Postdoctoral Fellowship in Medical Education, Education Institute, Cleveland Clinic, Cleveland, Ohio
2008 – Present	Chair, Medical Education Research Committee, Education Institute, Cleveland Clinic, Cleveland, Ohio
2005 – Present	Director of Evaluation, Education Institute, Cleveland Clinic, Cleveland, Ohio
1996 – 2002	Education Specialist, Primary Care Track Program, Case Western Reserve University, Cleveland, Ohio

Most Important Teaching Contributions

Curriculum Development/Evaluation

1. Cleveland Clinic Lerner College of Medicine of CWRU (2004 – Present)

I have had the benefit of being involved with the Cleveland Clinic Lerner College of Medicine since its inception. I have contributed to the design of the program's unique portfolio assessment system and have evaluated all CCLCM-specific courses with input from course directors and faculty on the Basic Science Committee, Research Education Committee, and Foundations of Medicine Committee. I have also co-authored several peer-reviewed products (11 presentations/posters and 4 papers) about lessons learned and program outcomes.

2. Molecular Medicine PhD Program of CWRU (2007 – Present)

The Molecular Medicine PhD program is one of about six graduate programs in the United States that prepares aspiring scientists for careers in translational research. I evaluate this program, which has received eight years of grant funding from the Howard Hughes Medical Institute and a recently awarded T32 training grant from the NIH.

3. Data Registries for Program Evaluation Purposes (2002 – Present)

Obtaining IRB approval for human subjects research is challenging to do for new and evolving educational programs. I learned, after meeting with personnel in the Cleveland Clinic's Office of Institutional Research, that I could use a data registry approach common in clinical research to document outcomes of educational programs. I am PI for two data registries (Cleveland Clinic Lerner College of Medicine and MEDHUB system for graduate education), co-PI for one data registry (Clinical Assessment System), and coordinator for another registry (Molecular Medicine PhD Program) at the Cleveland Clinic. Several faculty at the Cleveland Clinic have benefited from the creation of data registries because they can request data for presentations/publications without having to seek separate IRB approval. For instance, 25 investigators received approval (89% acceptance) to use de-identified data from the CCLCM data registry for educational projects. These investigators subsequently generated 29 peer-reviewed products (3 articles, 16 posters, 11 presentations),

4. Medical Education Tracking System (2002 – 2005)

I contributed to the design and implementation of the Medical Education Tracking System (METS) at the Cleveland Clinic while completing a fellowship in medical education. This involved working with programmers and administrators to test and roll out the evaluation system in all departments throughout the Clinic. I published two articles about METS. I continue to participate with this initiative as PI for a data registry even though METS was replaced by the MedHub commercial package.

Teaching Materials Development

1. Workshops

My role within the Education Institute provides opportunities to develop workshops on topics of interest to faculty and students. I had the opportunity to refine these workshops (i.e., designing competency-based educational programs, publishing educational innovations, etc.) and present them as peer-reviewed workshops at national meetings.

2. Primary Care Track Program (1996 – 2002)

For six years I had the opportunity to contribute to the design of a six-month, multi-disciplinary clinical experience for third-year medical students enrolled in the Primary Care Track Program. I helped design the curriculum, created an electronic database to monitor students' patient contacts, developed clinical schedules, and documented student performance. The School of Medicine adopted some components of the Primary Care Track program (i.e., tutorials for third year students, required research project, etc.) into the curriculum for all CWRU medical students. We also reported the lessons we learned within the Primary Care Track Program at national meetings.

Teaching Administrative Leadership

1. Director of Evaluation (2005 – Present)

As Director of Evaluation, I believe I have been able to create a culture at the Cleveland Clinic where faculty and administrators use evaluation findings to improve educational programs, specifically the Cleveland Clinic Lerner College of Medicine track at the Cleveland Clinic and the Molecular Medicine PhD program.

2. Postdoctoral Fellowship in Medical Education (2008 – Present)

Most social scientists I know, including me, accidentally “fell” into medical education (i.e., analyze data for a physician during graduate school, help with a grant, etc.) without recognizing the multiple opportunities within medicine for a rewarding career path. To my knowledge, the Cleveland Clinic's fellowship for PhD-prepared social scientists is the only postdoctoral experience in medical education in the United States. As program director, I have been able to get a commitment from the leadership at the Cleveland Clinic to continue to support this fellowship in an era of budget cuts.

Participation in Community of Educators

1. Educational Scholarship

I have had the opportunity to collaborate with a broad array of faculty (i.e., basic scientists, clinicians, etc.), students, and non-profit organizations (i.e., Howard Hughes Medical Institute, Henry Ford Health System, and Visiting Nurse Association of Cleveland) to disseminate outcomes of educational programs in peer-reviewed venues or discuss best practices. I have grown personally and professionally from these interactions and am grateful to have such wonderful, talented colleagues.

2. Mentoring Others

I truly enjoy mentoring faculty and students interested in educational research. I find it very rewarding when mentees acknowledge my assistance when presenting their educational projects locally (i.e., grand rounds, committee meetings, etc.) or publish/present their work in peer-reviewed venues.

Regional, National, and International Scholarship in Medical Education

Local Peer-Reviewed Posters:

1. Sisk, B., Balagamwala, B. H., Honsa, C., Lahl, M, Marks, M., Kalady, S., & **Bierer, S. B.** (2011). "Pediatric Emergency Response Initiative: A Novel Medical Student-Led Approach to Basic Life Support Training for Parents of Pediatric Patients." Poster and Abstract, Case Annual Faculty Retreat, Cleveland, Ohio.
2. **Bierer, S. B.**, Fishleder, A. J., Dannefer, E. F., Farrow, N., & Hull, A. L. (2004). "Measuring the Educational Quality of Graduate Training Programs." Poster and Abstract, Case Annual Faculty Retreat, Cleveland, Ohio.
3. **Bierer, S. B.**, Wolpaw, T., Golestaneh, M., Papp, K. K., Chalkey, C. A., & Lewin, L. O. (2004). "Evaluating the Educational Quality of Core Clerkships." Poster and Abstract, Case Annual Faculty Retreat, Cleveland, Ohio.

Regional Peer-Reviewed Presentations/Posters:

1. Dannefer, E. F., & **Bierer, S. B.** (2007). "Portfolio Assessment System to Encourage Reflective Practice", Poster and Abstract, Central Group for Educational Affairs, Annual Meeting, Association of American Medical Colleges, Indianapolis, Indiana.
2. **Bierer, S. B.**, Dannefer, E. F., Taylor, Christine, & Hull, A. L. (2007). "Striking While the Iron's Hot: One Approach to Improve Student Assessment during Curricular Innovation", Research Presentation and Abstract, Central Group for Educational Affairs, Annual Meeting, Association of American Medical Colleges, Indianapolis, Indiana.
3. Tebich, S., **Bierer, S. B.**, Dannefer, E. F., & Hull, A. L. (2004). "Creating an Active Learning Culture". Poster, Central Group on Educational Affairs, Annual Meeting, Association of American Medical Colleges, Omaha, Nebraska.
4. Helm, N. A. & **Bierer, S. B.** (2001). "The Process for Designing and Implementing a Program Evaluation Plan for a Multi-disciplinary Ambulatory Curriculum." Roundtable Session, Central Group on Educational Affairs, Association of American Medical Colleges, Annual Meeting, Minneapolis, Minnesota.
5. **Bierer, S. B.**, Hekelman, F. P., & Phillips, J. A. (1996). "Curriculum Inquiry: An Exploratory Study of Linking Curricular Materials Assessment to Program Evaluation." Poster, Central Group on Educational Affairs, Annual Meeting, Association of American Medical Colleges, Chicago, Illinois.

National Peer-Reviewed Presentations/Posters:

1. **Bierer, S. B.**, & Shivak, J. (2011). "Dialing In' the Relationship between Medical Students' Completion of Administrative Duties and their Performance", Poster and Abstract, 50th Research in Medical Education Conference, Association of American Medical Colleges, Denver, Colorado.
2. Dannefer, E. F., **Bierer, S. B.**, & Tetzlaff, J. (2011). "Remediation Approach for a Competency-Based Assessment System". Poster and Abstract, 50th Research in Medical Education Conference, Association of American Medical Colleges, Denver, Colorado.
3. Gladding, S., Hull, A., & **Bierer, S. B.** (2010). "Trainees' Perceptions of Clinical Teachers: A Qualitative Analysis of Professionalism in Clinical Settings". Poster and Abstract, 49th Research in Medical Education Conference, Association of American Medical Colleges, Washington DC.
4. **Bierer, S. B.**, & Dannefer, E. F. (2009). "Framework to Judge the Validity of Portfolio-based Assessment System in an Undergraduate Medical Program". Presentation, 48th Research in Medical Education Conference, Association of American Medical Colleges, Boston, Massachusetts.
5. Dannefer, E.F., & **Bierer, S. B.** (2009). "Portfolios and Learning Plans: Tools to Promote Skills in Practice Based Learning and Improvement". Presentation, 48th Research in Medical Education Conference, Association of American Medical Colleges, Boston, Massachusetts.
6. Dannefer, E. F. & **Bierer, S. B.** (2008). "Assessing Fairness in the Use of Portfolios for Summative Assessment". Presentation, 47th Research in Medical Education Conference, Association of American Medical Colleges, San Antonio, Texas.
7. **Bierer, S. B.** & Hull, A. L. (2008). "Relationship Between Having Mentors and Students' Research Activities Before and During Medical School". Poster and Abstract, 47th Research in Medical Education Conference, Association of American Medical Colleges, San Antonio, Texas.
8. **Bierer, S. B.**, Taylor, C., Dannefer, E. F., & Hull, A. L. (2008). "Evaluation of Essay Questions Used to Assess Students' Application of Basic Science and Clinical Knowledge", Paper Presentation, Division I, American Educational Research Association, New York, New York.
9. **Bierer, S. B.**, Dannefer, E. F., Taylor, C., & Hull, A. L. (2007). "Integration and Application of Basic Science Medical Knowledge". Poster, International Association of Medical Science Educators, Cleveland, Ohio.
10. **Bierer, S. B.** & Hull, A. L. (2007). "One Size Doesn't Fit All: Examination of a Clinical Teaching Instrument Used for Summative Faculty Assessment", Paper Presentation, Division I, American Educational Research Association, Chicago, Illinois.

11. Kapoor, R., Mehta, N., **Bierer, S. B.**, Atreja, A., & Jain, A. (2007). "Use of Handheld Computers by Medical Students during Their Clerkship", Poster, American Medical Informatics Association, Orlando, Florida.
12. Windover, A. K., Isaacson, J. H., Pien, L. C., **Bierer, S. B.**, & Taylor, C. (2007). "Advanced Communication Skills Training: A Method to Sustain and Enhance Medical Student Communication Skills", Poster, International Conference on Communication in Healthcare, Charleston, South Carolina.
13. **Bierer, S. B.**, & Hull, A. L. (2006). "Validity of Teaching Effectiveness Scores Used for Summative Faculty Assessment". Presentation, 46th Research in Medical Education Conference, Association of American Medical Colleges, Seattle, Washington.
14. Goske, M., Mehta, N., Kodish, E., Taylor, C., & **Bierer, S. B.** (2005). "The Hippocratic Oath in the Era of e-Learning: An On-Line Program to Teach Professionalism to Residents." Presentation, Society for Pediatric Radiology 48th Annual Meeting, New Orleans, Louisiana.
15. McKenzie, M., **Bierer, S. B.**, & Taylor, C. (2005). "Quality of Medical Student Clinical Performance Assessments Collected Using a Web-based Evaluation System in an OB/GYN Clerkship." Poster, Annual Meeting, Association for Professors in Gynecology and Obstetrics, Salt Lake City, Utah.
16. O'Hara, J., Hewson, M. G., **Bierer, S. B.**, Stevens, S., & Schubert, A. (2004). "Participant Opinion of Mentorship to Promote Professional Growth within an Anesthesiology Academic Department." Poster and Abstract, International Anesthesiology Research Society, Tampa, Florida.
17. **Bierer, S. B.**, Hewson, M. G., & Hull, A. L. (2003). "Vicissitudes in Evaluating Clinical Teaching: Response Bias." Poster and Abstract, 42nd Research in Medical Education Conference, Association of American Medical Colleges, Washington, DC.
18. **Bierer, S. B.**, Lewin, L. O., & Helm, N. A. (2002). "Using Laptop Computers to Assess Third Year Students' Longitudinal Continuity Clinic Experience." Platform Presentation, UME-21 National Symposium, Baltimore, Maryland.
19. Chao, J., Helm, N. A., & **Bierer, S. B.** (2002). "Developing a Multi-disciplinary Curriculum." Platform Presentation, UME-21 National Symposium, Baltimore, Maryland.
20. **Bierer, S. B.**, Helm, N., & Wolpaw, T. (2001). "Development of a Multi-disciplinary Curriculum". Poster and Abstract, Clerkship Directors in Internal Medicine, National Meeting, Tucson, Arizona.
21. **Bierer, S. B.**, Workings, M. G., & Carter, J. R. (2000). "The Predictive Value of the NBME Comprehensive Clinical Science Examination." Peer Session, Sixth Annual Generalist Physician Initiative Conference, Tucson, Arizona.
22. Workings, M. G. & **Bierer, S. B.** (2000). "The Learner Report Card: A Method of Acclimating Medical Students to Practice Profiling." Peer Session, Sixth Annual Generalist Physician Initiative Conference, Tucson, Arizona.

23. Papp, K. K., **Bierer, S. B.**, Lewin, L. O., Workings, M. G., Lindheim, N. J., Patterson, E. N., Glover, P. B., Headrick, L. A., & Hodder, S. L. (2000). "The Assessment of Medical Students' Generalist Competencies: Lessons Learned". Peer Session, Sixth Annual Generalist Physician Initiative Conference, Tucson, Arizona.
24. **Bierer, S. B.**, Carter, J. R., & Hekelman, F. P. (1999). "Faculty Perceptions of Longitudinal Experiences for 3rd Year Generalist Students." Poster, Fifth Annual Generalist Physician Meeting, San Diego, California.
25. Papp, K. K., **Bierer, S. B.**, Oliansky, L., Lewin, L. O., Workings, M. G., Edwards, T., Glover, P. B., Headrick, L., & Hodder, S. L. (1999). "Student Evaluation in the Primary Care Track: Lessons Learned." Seminar, Fifth Annual Generalist Physician Initiative Conference, San Diego, California.
26. **Bierer, S. B.**, Workings, M. G., Lewin, L. O., & Glover, P. G. (1999). "Utility of Patient Monitoring Forms as a Program Evaluation Tool." Seminar, Fifth Annual Generalist Physician Initiative Conference, San Diego, California.
27. Hekelman, F. P., Workings, M. G., **Bierer, S. B.**, & Frank, S. H. (1998). "Sharing the Continuing Saga of a Partnership between an Academic Health Center and a Managed Care Institution." Symposium, Society of Teachers of Family Medicine, Predoctoral Education Conference, New Orleans, Louisiana.
28. Hodder, S. L., Papp, K. K., **Bierer, S. B.**, Headrick, L. A., Lewin, L. O., & Lindheim, N. (1998). "Student Evaluation Strategies in the Primary Care Track Program." Seminar, Fourth Annual Generalist Physician Initiative Conference, Miami, Florida.
29. **Bierer, S. B.**, Carter, J. R., & Hekelman, F. P. (1997). "Faculty Perceptions of Ambulatory Experiences for 3rd Year Generalist Students." Poster, Central Group on Educational Affairs, Annual Meeting, Association of American Medical Colleges, Dearborn, Michigan.
30. Frank, S. H. & **Bierer, S. B.** (1995). "Focused Observation: An Interactive Approach for Teaching Clerkship Students the Content and Process of the Doctor-Patient Relationship." Seminar, Society of Teachers of Family Medicine, National Meeting, New Orleans, Louisiana.
31. **Bierer, S. B.** & Galazka, S. (1995). "Modern Wizardry: Using a Computerized Preceptor Database to Organize Student Placements at Diverse Family Practice Clinical Teaching Sites." Peer Session, Society of Teachers of Family Medicine, National Meeting, New Orleans, Louisiana.
32. Moore, P. H., **Bierer, S. B.**, & Frank S. H. (1995). "Formulating and Evaluating an Individualized Learning Plan for Beginning Third-year Clerkship Students." Seminar, Society of Teachers of Family Medicine, Annual Predoctoral Educational Conference, Tucson, Arizona.

International Peer Reviewed Presentations/Posters:

1. **Bierer, S. B.**, Dannefer, E. F., & Hull, A. L. (2005). "A Systematic Process for Applying Reflective Practice Principles to Course Improvement." Short Communication Presentation, Association of Medical Education in Europe, Amsterdam, Netherlands.
2. Dannefer, E. F., **Bierer, S. B.**, & Henson, L. C. (2005). "Reflective Practice in a Portfolio System Designed for Formative and Summative Assessment." Poster, Association of Medical Education in Europe, Amsterdam, Netherlands.

Invited Publications:

1. **Bierer, S. B.**, & Chen, H. C. (2011). Does the duration of a scholarly concentration affect medical students' productivity? Reply. Academic Medicine, 86(1):3.
2. Wolpaw, T. M., Hull, A. L., Wilson-Delfosse, A. L., Dannefer, E. F., Wolpaw, D. R., Isaacson, J. H., Papp, K. K., **Bierer, S. B.**, & Ornt, D. B. (2010). Case Western Reserve University. Academic Medicine, 85(9):S439-S445. Invited by Brownie Anderson, Senior Director of Educational Affairs of the Association of American Medical Colleges, to submit article to supplemental issue.

Peer-Reviewed Publications:

1. **Bierer, S. B.**, & Dannefer, E. F. (2011). Does students' gender, citizenship, or verbal ability affect fairness of portfolio-based promotion decisions? Results from one medical school. Academic Medicine, 86(6):773-777.
2. Ticknor, C., **Bierer, S. B.**, Colmenares, C. & Hull, A. H. (2011). A 5-year medical school research curriculum to prepare physician-investigators: Design, implementation, and early outcomes. Medical Science Educator, 21(S1):21-28.
3. **Bierer, S. B.**, & Chen, H. C. (2010). How to measure success: The impact of scholarly concentrations on students – A review of the literature. Academic Medicine, 85(3):438-452.
4. **Bierer, S. B.**, Taylor, C., & Dannefer, E. F. (2009). Evaluation of essay questions used to assess medical students' application and integration of basic and clinical science knowledge. Teaching and Learning in Medicine, 21(4), 344-350.
5. **Bierer, S. B.**, Dannefer, E. F., Taylor, C., Hall, P., & Hull, A. L. (2008). Methods to assess students' acquisition, application and integration of basic science knowledge in an innovative competency-based curriculum. Medical Teacher, 30(7), e171-e177.
6. **Bierer, S. B.**, & Hull, A. L. (2007). Examination of a clinical teaching effectiveness instrument used for summative faculty assessment. Evaluation and the Health Professions, 30(4), 339-361.

7. Dannefer, E. F., Henson, L. C., **Bierer, S. B.**, Grady-Weliky, T. A., Meldrum, S., Nofziger, A. C., Barclay, C., & Epstein, R. M. (2005). Peer assessment of professional competence. Medical Education, 39(7), 713-722.
8. **Bierer, S. B.**, Fishleder, A. J., Dannefer, E. F., Farrow, N., & Hull, A. L. (2004). Psychometric properties of an instrument designed to measure the educational quality of graduate training programs. Evaluation and the Health Professions, 27(4), 410-424.
9. Stricklin, M. L., **Bierer, S. B.**, & Struck, C. (2003). Home care nurses' attitudes toward computers: A confirmatory factor analysis of the Stronge and Brondt instrument. Computers, Informatics, Nursing, 21(1), 103-111.
10. Kaelber, D., **Bierer, S. B.**, & Carter, J. R. (2001). The cardiac exam: A prototype for World Wide Web based clinical curriculum. Academic Medicine, 76, 548-549. Link: <http://mediswww.cwru.edu/cardiacexam/>

In Process Peer-Reviewed Publications:

1. Dannefer, E. F., **Bierer S. B.**, & Gladding S. Evidence within a portfolio-based assessment program: What do medical students select to document their performance? (In Press with Medical Teacher)
2. McBride, J., & **Bierer, S. B.** Anatomists provide the foundation for learning pathophysiology. (In press with Anatomical Sciences Education)
3. Cobb, K. & **Bierer, S. B.** Designing interactive seminars to teach clinical management of common symptoms: Lessons from the trenches. Revisions resubmitted for publication to AAMC's MedEdPortal.
4. Sisk, B., **Bierer, S. B.**, Lahl, M., & Balagamwala, E. H. Medical students teach basic life support in hospital. (Submitted to Medical Education – August, 2011)
5. Smith, C. A., Jarrett, M., & **Bierer, S. B.** Integrating medicine into graduate education: Lessons from two new PhD programs. (Submitted to Academic Medicine – October, 2011)

Honors, Awards and Grants

Honors:

- 2008 Invited by Ahn-Chi Le, Program Officer, to serve as an Evaluation Consultant for Howard Hughes Medical Institute
- 2006 Harvard Macy Institute for Educators in Health Professions

Awards:

- 2011 Scholarship in Teaching Award, Case Western Reserve University (Under Review)
Relationship between Medical Students' Completion of Routine Administrative Tasks and Their Performance
- 2010 Scholarship in Teaching Award, Case Western Reserve University
Is it Fair to Use Portfolios for Promotion Decisions? One Medical School's Examination of Factors Related to Writing Ability
- 2009 Scholarship in Teaching Award, Case Western Reserve University
Using a Data Registry Approach to Help Facilitate Scholarship in Medical Education
- 2008 Scholarship in Teaching Award, Case Western Reserve University
Evaluation of Essay Questions Used to Assess Medical Students' Integration and Application of Basic and Clinical Science Knowledge
- 2007 Scholarship in Teaching Award, Case Western Reserve University
A Systematic Process to Apply Reflective Practice Principles to Curricular Improvement

Grants:

- 2010-2013 Hughes Medical Institute, Developing a Molecular Medicine PhD (PI: Martha Cathcart, PhD), Role: Program Evaluator (10%), Award: \$700,000
- 2007-2010 Howard Hughes Medical Institute, Developing a Molecular Medicine PhD (PI: Martha Cathcart, PhD), Role: Program Evaluator (10%), Award: \$850,000
- 2004-2006 The Cleveland Foundation, Student Portfolio Approach to Educating Physician Investigators (PI: Lindsey Henson, MD), Role: Program Evaluator (30%), Award: \$1,000,000

Feedback and Teaching Evaluations

Medical Students, Residents, Fellows, and Advisees

1. Feedback for workshops with first- and second-year medical students
2. Feedback from residents/staff about survey research course
3. Unsolicited feedback from trainees/advisees

Workshops/Presentations Conducted Locally for Continuing Medical Education

1. Workshops for the Case Western Reserve University
 - “Publishing Your Teaching Innovations”
 - “Evaluating Program Effectiveness”
2. Workshops for the Cleveland Clinic Academy
 - “Turning Your Everyday Work into Educational Scholarship”
 - “Evaluating Program Effectiveness”
3. Grand Rounds for Education Institute
 - “Nuts and Bolts of Competency-based Education”

Workshops Conducted Nationally for Continuing Medical Education

1. Workshops for Association of American Medical Colleges
 - “Practical Steps to Design a Competency-based Assessment System”
 - “Strategies to Evaluate Graduate Training Programs for Laboratory Scientists”
2. Workshops for the Clerkship Directors of Internal Medicine
 - “How to Publish Your Teaching Innovations”