

Making an Educator Portfolio Work for You: Strategies and Tips

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Please take a moment at the end of the session to complete your evaluation.

Thank you!



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Describe key features of an educator portfolio



Identify potential uses for a (regular or modified) educator portfolio



Develop a plan to create or update your promotion dossier related to education

Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship



Learn
Serve
Lead



*Summary Report and Findings from the AAMC Group on Educational
Affairs Consensus Conference on Educational Scholarship*


https://www.vumc.org/aet/sites/vumc.org.aet/files/public_files/AAMCEducationalScholarship.pdf

The appropriate use of scholarly tools necessary for professional engagement in academic medicine is rarely discussed in medical education. The curriculum vitae (CV) is the resumé of the medical profession, but CVs often lack the structure and comprehensiveness necessary to convey a medical educator's teaching effectiveness. The education portfolio (EP) can complement a CV and serve as an essential resource to highlight educational excellence. By contrasting the CV and EP and defining the components of an EP, this guide provides a starting point for educators to become fully engaged in academic medicine.

Curriculum Vitae 	VS	 Education Portfolio
Summarizes experiences that prepared you to fill a role or complete a task	Purpose	Highlights your commitment to educational excellence and scholarly accomplishments
Education, appointments/roles, professional memberships, licensure/certifications, publications, presentations, grants, awards, and teaching experience	Section content	Teaching philosophy, teaching experiences/educational responsibilities, education goals, and educational contributions
Lists and bullet points	Layout	Descriptive and narrative
Employment and grant proposals	Use	Promotion, employment annual review, salary negotiation, and goal setting

https://journals.lww.com/academicmedicine/fulltext/2021/09000/the_education_portfolio.46.aspx

Recommended EP Components¹

Teaching Philosophy	Reflect on your experiences as both a learner and a teacher. Why do you teach? Are there particular theoretical constructs that you apply when teaching? What methods of teaching have worked for you as a learner and how do those inform your practice?
Teaching Experiences	Describe your current and former roles and responsibilities. What skills have you developed as an educator? What have you learned by leading specific teaching initiatives? How much effort do you contribute to your teaching activities?
Education Goals	Share your intent to grow by describing your plan for future training, conferences, and professional development. Where do you see your career going as an educator? How do you plan to grow as an educator? How will you contribute to your institution through your educational skills?
Educational Contributions 	Provide clear evidence of your skill and contributions as well as your time dedicated to education in the following specific domains: <ul style="list-style-type: none"> • Teaching—Includes lectures and bedside teaching materials along with evidence of learners' growth as shown through some form of assessment of your teaching. • Assessment—Includes formative, summative, and self-assessment tools you use for learners, as well as any evidence of validation of these tools. • Curriculum design/development—Includes entire curriculum outlines or syllabi for courses you have led, as well as evaluations of the implemented curriculum. • Mentoring/advising—Includes a list of your mentees or advisees. Consider soliciting letters of reference from mentees and/or advisees as further evidence.

https://journals.lww.com/academicmedicine/fulltext/2021/09000/the_education_portfolio.46.aspx

EDUCATOR PORTFOLIO

EP last updated:

NAME:
TITLE(S):
INSTITUTION:
PRIMARY EDUCATIONAL ROLE(S):

STATEMENT OF EDUCATIONAL PHILOSOPHY

PERSONAL GOALS AS AN EDUCATOR

Short term goals (2-3 years)

Intermediate term goals (5-7 years)

SECTION I: TEACHING

DESCRIPTION OF TEACHING ACTIVITIES

Duplicate table as many times as needed.

Activity #	
Teaching Activity (title or topic)	
Dates Taught	
Teaching Strategy and Context	
Where Taught	
Total Teaching Hours/Year	
Type of Learner	
Number of Learners/Year	
Evaluation process	
Evaluation Summary	

TEACHING EVALUATIONS

Add as many rows as needed.

Teaching activity #	Who were the evaluators (e.g., learners, peers, experts)	How was evaluation conducted	Evaluation summary included in (Appendix #):

Instructions in italics are for the completer- can be deleted on submission.

1

TEACHING AWARDS

Add as many rows as needed

Award	Date Received	Sponsoring organization	Level of award dept, instit, regional, national, international	Criteria for Selection of Awardees

NARRATIVE* FOR SECTION I: TEACHING

** See EP Instructions for suggested content*

SECTION II: ASSESSMENT OF LEARNERS

DESCRIPTION OF LEARNER ASSESSMENT ACTIVITIES

Duplicate table as many times as needed.

Learner Assessment #	
Assessment Method	
Context of Assessment	
Assessment Role	
Number and types of learners assessed per year	
Miller's Triangle Level *	
Evidence of teaching effectiveness	

** Knows; Knows how; Shows how; Does (see EP Instructions, Reference list #11)*

LEARNER ASSESSMENT TOOLS INCLUDED IN APPENDIX

Add as many rows as needed.

NARRATIVE* FOR SECTION II: ASSESSMENT

** See EP Instructions for suggested content*

SECTION III: CURRICULUM DEVELOPMENT

DESCRIPTION OF CURRICULUM DEVELOPMENT ACTIVITIES

Duplicate table as many times as needed.

Curriculum number #	
Curriculum topic and type	
Type and # of learners/yr	

Instructions in italics are for the completer- can be deleted on submission.

2

Is it implemented?	
Where has it been implemented? (dept, instit, regional, national, international)	
Your degree of responsibility (leader or contributor)	
Curriculum description in Appendix	

ANALYSIS OF CURRICULUM QUALITY

Curricular Activity:

Duplicate table as many times as needed.

GNOME Elements*	Evidence of Quality
Goals/objectives	
Learner needs assessment	
Teaching/learning methods	
Learner evaluation and feedback	
Curriculum/program evaluation	

* The GNOME framework includes five curricular elements: G = Goals, N = Needs, O = Objectives, M = Methods, E = Evaluation. (See EP Instructions, Reference List # 12 and 13.)

NARRATIVE* FOR SECTION III: CURRICULUM DEVELOPMENT

* See EP Instructions for suggested content

SECTION IV: MENTORING AND ADVISING

MENTORING AND ADVISING ACTIVITIES

Add as many rows as needed.

Name of mentee or advisee	Dates of mentoring/ advising	Mentee's role/position at time	Mentoring Focus (e.g., clinical care, education, research)	Outcomes: Mentee/Advisee current position and achievements*

* e.g., papers and grants and well as promotions, leadership positions, and educational awards.

NARRATIVE* FOR SECTION IV: MENTORING/ADVISING

* See EP Instructions for suggested content

SECTION V: EDUCATIONAL LEADERSHIP AND ADMINISTRATION

Instructions in italics are for the completer- can be deleted on submission.

3

PROGRAM LEADERSHIP DESCRIPTION

Add as many rows as needed.

Program Name and Leadership Role	Level (Dept, Institution, Regional, National, International)	Dates	Evidence of Quality

COURSE LEADERSHIP DESCRIPTION

Add as many rows as needed.

Course Name and Leadership Role	Level (Dept, Institution, Regional, National, International)	Dates	Evidence of Quality

EDUCATIONAL COMMITTEE PARTICIPATION

Add as many rows as needed.

Committee and Leadership Role	Level (Dept, Institution, Regional, National, International)	Dates	Evidence of Quality

REVIEWER/MODERATOR OF EDUCATIONAL ACTIVITIES (REGIONAL, NATIONAL)

Add as many rows as needed.

What was reviewed /moderated (grants, papers, abstracts, presentations)	Dates	Sponsoring organization/institution/agency/journal

PROFESSIONAL DEVELOPMENT IN EDUCATION

Duplicate table as many times as needed.

Professional Development Activity #	
Dates	
Sponsoring Organization/Institution	
Type of Program	

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Program description	
Professional value or outcomes	

NARRATIVE* FOR SECTION V: EDUCATIONAL LEADERSHIP AND ADMINISTRATION

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* See EP Instructions for suggested content

SECTION VI: PRODUCTS OF EDUCATIONAL SCHOLARSHIP

Information in this section is intended to amplify CV data.

PUBLICATIONS RELATED TO EDUCATION

Duplicate table as many times as needed.

Publication #	
Full Citation	
Type: article, book, etc.	
Peer-reviewed, invited, non peer-reviewed	
Journal impact factor (if relevant)	
Altmetrics (if available)	

WORKSHOPS AND PEER-REVIEWED/INVITED PRESENTATIONS ON EDUCATIONAL TOPICS

Duplicate table as many times as needed.

Workshop/Presentation #	
Title, location, audience	
Type: workshop, oral presentation, lecture, poster, etc.	
Peer-reviewed, invited, non peer-reviewed	
Level: local, regional, national, international	
Evidence of quality, if available	

OTHER EDUCATIONAL PRODUCTS

Duplicate table as many times as needed.

Product Name	
Full citation (if available)	
Description	

Instructions in italics are for the completer- can be deleted on submission.

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Evidence of peer-review	
Evidence of dissemination	
Other evidence of quality	

FUNDED EDUCATIONAL ACTIVITIES

Duplicate table as many times as needed.

Project Title	
My role	
Funding source	
Total direct costs (all years)	
Funding dates	
Collaborators	
Project description	
Evidence of quality	

This EP template was developed by the Academic Pediatric Association for the Educational Scholars Program. Last template revision January 2020.

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Educator's Portfolio

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February 2015

BACKGROUND AND PHILOSOPHY OF EDUCATION

I am the Director of global health education in the Pediatric and Medicine-Pediatric residency programs, and I am a teaching attending on the hospitalist service at Children's Hospital of Wisconsin.

While I always anticipated that I would be a teaching attending, my career as a global health educator had a surprise beginning at the end of residency, when I worked at a rural hospital in Lesotho, a small sub-Saharan African country where the adult HIV prevalence is 23%. I thought that I was prepared for the month, but I was the furthest thing from it. The clinical, ethical and social scenarios that I encountered were life-changing, profound, and still haunting. While I attempted to prepare for the diagnoses that I would encounter—such as severe malnutrition, pneumocystis pneumonia and tuberculosis—I was ill-prepared to manage them without the assistance of laboratory technicians, radiologists, or sub-specialists, and without the ability to escalate care for acutely ill children. There was no ventilator for the infant with meconium aspiration that I intubated, nor an ambulance to transfer to a higher level of care; there was no lab technician to perform a gram stain on purulent spinal fluid from a seizing patient; and there were no social workers to assist with food security at the time of discharge for malnourished children. The experiences that month were simultaneously wonderful and horrifying, and certainly life-changing. I discovered how one's fate is heavily intertwined with their place of birth. And I decided to commit my career to addressing health disparities and equipping others to work competently in low-resource clinical settings—in particular, to develop and deliver the global health education that I wish I had received prior to my time in Lesotho.

Over the past 7 years at the Medical College of Wisconsin/Children's Hospital of Wisconsin, I led the development, implementation and ongoing coordination of: (1) the Department of Pediatrics Global Health Program; (2) the Pediatric Global Health Training Track (a 3-year curriculum for Pediatric and Medicine-Pediatric residents); (3) the Midwest Consortium of Global Child Health Educators; and (4) country-wide neonatal resuscitation training in Belize. Additional local, regional, national, and international efforts are described in this portfolio.

CATEGORIZED TIMELINE OF EDUCATOR HIGHLIGHTS (GLOBAL HEALTH AND CLINICAL), 2007-PRESENT			
Portfolio Category	Year	Global Health Educator Highlights	Hospital Medicine Educator Highlights
Curriculum Development/ Instructional Materials	2008	• Developed the Pediatric Residency Global Health Noon Conference Series • 1 invited local lecture; 1 residency noon conference	• Developed clinical practice guideline
	2009	• 2 invited local lectures; 1 residency noon conference	
	2010	• Developed structure for the Pediatric Residency 3-year Global Health Training Track (director 2010-present) • Provided Neonatal Resuscitation Program training for country-wide Belizean pediatricians and midwives • 3 invited local lectures; 1 invited international lecture; 1 invited international workshop; 1 residency noon conference	• 1 national workshop
	2011	• Provided neonatal post-resuscitation care training for country-wide Belizean pediatricians and midwives • Presented workshops at the inaugural global health educational sessions at the Association of Pediatric Program Directors spring meeting • 1 national workshop; 1 invited international workshop; 3 invited local lectures; 2 invited regional lectures; 2 invited international lectures	• 1 local workshop
	2012	• Developed a preparatory curriculum for MCW and MCWAH global health electives (Learning Resource Fund)	• 1 local workshop

		<ul style="list-style-type: none"> 1 local workshop; 1 national workshop; 2 invited local lectures; 3 invited regional lectures; 2 residency noon conferences 	<ul style="list-style-type: none"> Educated physicians on bedside patient acuity scoring systems Developed clinical practice guideline 1 invited local UME/GME lecture 1 invited local UME/GME lecture
	2013	<ul style="list-style-type: none"> Completed national "Preparation for Global Health Electives" module & Preparation Packet (lead author) 2 national workshops; 4 invited local lectures; 4 residency noon conferences 	
	2014	<ul style="list-style-type: none"> Led the development of global health-specific learning objectives for pediatric rotations (Lead author, 36 co-authors from 17 institutions, national rollout 2014) 3 national workshops; 3 invited local lectures; 1 invited regional lecture 	
Portfolio Category	Year	Global Health Educator Highlights	Hospital Medicine Educator Highlights
Educational Administration	2008	• Founded the Department of Pediatrics Global Health Program (Director, 2008-present)	
	2009	• Co-founded the Midwest Consortium of Global Child Health Educators (Co-Chair, 2009-present)	• Member and physician educator: CHW Rapid Response Team Committee (2009-Present)
	2010	• Served on the MCW Global Health Pathway Advisory Council (2009-13)	
	2012	• Founded the Pediatric Residency 3-year Global Health Training Track (Director, 2010-Present)	
	2012	• Advisory committee member & lecturer: MCW MPH Introduction to Global Health Course (2012-Present)	
	2014	• Nominated as Co-Chair for Association of Pediatric Program Directors Global Health Educators Group • Chair, AAP Section of International Child Health abstract review committee	
Portfolio Category	Year	Global Health Educator Highlights	Hospital Medicine Educator Highlights
Educational Scholarship	2009		• 1 case report (<i>J Allergy</i>)
	2010	• 1 national abstract	• 1 case report (<i>WI Medical Journal</i>)
	2011	• 1 chapter (<i>Global Health Education Consortium Guide, 2nd Ed</i>)	
	2012	• 1 article (<i>Clinical Pediatrics</i>)	
	2012	• 1 regional abstract	
	2013	• Co-authored faculty educator competencies for the Academic Pediatric Association Global Health Task Force	• 1 chapter (in press: <i>Comprehensive Pediatric Hospital Medicine, 2nd Ed</i>)
	2013	• 1 article (<i>Belize Medical Journal</i>)	
	2014	• 3 national abstracts • 2 articles (<i>Acad Pediatr</i> ; in press: <i>Clin Perinatol</i> , lead author) • 7 national abstracts	
Portfolio Category	Year	Global Health Educator Highlights	Hospital Medicine Educator Highlights
Honors and Awards	2010	• Global Health Pathway Medical College of Wisconsin Outstanding Medical Student Teachers Teaching Pin	
	2011	• Department of Pediatrics 2011 Clinical Physician – Program Development Award (for the Pediatric Global Health Program, one awarded annually)	
	2013	• Key note co-speaker: 30th Annual Belize Medical and Dental Association International Medical Congress • Global Health Pathway Medical College of Wisconsin Outstanding Medical Student Teachers Teaching Pin	• <i>Milwaukee Top Doctors</i> • Outstanding Pediatric Teacher of Medical

	2014	<ul style="list-style-type: none"> MCW/CHW Pediatric Residency Program David A. Lewis, MD, Memorial Outstanding Advisor of Residents Award (nominated by Global Health Track advisees) MCW CEC Learning Resource Fund 2013-14 Innovation Education Project Award 	Students Award (Runner-Up)
Portfolio Category	Year	Global Health Educator Highlights	Hospital Medicine Educator Highlights
Advisory roles	2008	<ul style="list-style-type: none"> Summer student research mentor (global health project) GLOBAL HEALTH (GH) ADVISEES: 9 residents GH ADVISEES: 1 student; 4 residents 	<ul style="list-style-type: none"> CLINICAL ADVISEES: 2 students
	2009	<ul style="list-style-type: none"> GH ADVISEES: 1 student; 4 residents 	<ul style="list-style-type: none"> CLINICAL ADVISEES: 2 students; 1 resident
	2010	<ul style="list-style-type: none"> American Academy of Pediatrics grant mentor (2010-13) GH ADVISEES: 2 students; 8 residents; 1 faculty 	<ul style="list-style-type: none"> CLINICAL ADVISEES: 2 students; 4 residents
	2011	<ul style="list-style-type: none"> Mentor, UW-Madison Doctor of Nursing Candidate (global health field project, 2011-12) GH ADVISEES: 3 students; 13 residents; 1 faculty 	<ul style="list-style-type: none"> CLINICAL ADVISEES: 3 students; 4 residents
	2012	<ul style="list-style-type: none"> Faculty mentor: AAP grant-funded resident project Summer student research mentor (global health project) GH ADVISEES: 5 students; 22 residents 	<ul style="list-style-type: none"> CLINICAL ADVISEES: 4 residents
	2013	<ul style="list-style-type: none"> Faculty mentor: Grant-funded Uganda project; Pan-African Community Association Health Promoters project GH ADVISEES: 5 students; 33 residents 	<ul style="list-style-type: none"> CLINICAL ADVISEES: 2 students; 4 residents
	2014	<ul style="list-style-type: none"> Faculty mentor: refugee project GH ADVISEES: 3 students; 35 residents 	<ul style="list-style-type: none"> CLINICAL ADVISEES: 1 student; 2 residents
Portfolio Category	Year	Global Health Educator Highlights	Hospital Medicine Educator Highlights
Continuing Education	2009	<ul style="list-style-type: none"> Implemented CHW Pediatric Annual Global Health Grand Rounds 	<ul style="list-style-type: none"> Ongoing CME to improve educator knowledge (2007-Present)
	2010	<ul style="list-style-type: none"> NRP instructor certification (Belize & CHW teaching) 	
	2011	<ul style="list-style-type: none"> S.T.A.B.L.E. instructor certification (Belize teaching) 	
	2014	<ul style="list-style-type: none"> Enrolled in U of Minn Global Pediatric Education Series Accepted into the Academic Pediatric Association Educational Scholars Program (3-year curriculum) 	

DESCRIPTION OF EDUCATIONAL INITIATIVES AND EVIDENCE OF EFFECTIVENESS LOCAL EFFORTS

DEPARTMENT OF PEDIATRICS GLOBAL HEALTH PROGRAM (2008-PRESENT)

Founded in 2008 under my leadership, the Department of Pediatrics Global Health Program was developed to provide an infrastructure to support sustainable pediatric global health academic endeavors and partnerships.

Vision	Mission	Guiding Principles
Reduce pediatric health disparities worldwide through education, research, and clinical collaborations.	Prepare pediatricians to engage in sustainable global health endeavors, and improve child health through cultivating academic bidirectional global partnerships.	Collaborate with the MCW Global Health Program to establish global partnerships to reduce child health disparities, with an emphasis on bidirectional education, research and clinical care. Principles of partnerships include sustainability, commitment, equity, respect, transparency, reciprocity, social justice, credibility, and trust.

The Department of Pediatrics Global Health Program partners closely with the MCW Global Health Program in supporting global health training efforts, many of which are outlined in this portfolio. Additional successes include:

- Trainee and faculty mentorship for global health-related efforts
- Community engagement initiatives—local and global
- Grant-supported projects (involving trainees and faculty)

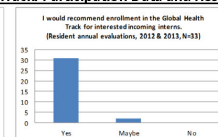
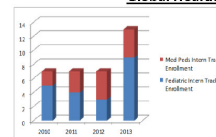
PEDIATRIC RESIDENCY GLOBAL HEALTH TRAINING TRACK (2010-PRESENT)

Director: Nicole St Clair, MD; Associate Director: Jacquelyn Kuzminski, MD

Established in 2010 under my and Dr. Kuzminski's leadership, the Global Health Training Track is a **3-year curriculum for residents with global health interests, designed to equip trainees to understand health disparities and to provide competent, culturally-appropriate clinical care in low-resource settings.** The Track incorporates multiple educational modalities, including:

- Didactic/interactive residency-wide global health noon conference series (6/year, 18 total: 16 lecturers representing 10 different specialties—see [Appendix A](#))
- Simulation-based teaching (to mimic low-resource clinical settings)
- Senior academic projects (local & global)
- Journal clubs (led by senior residents, mentored by faculty)
- Visiting speakers & Global Health Grand Rounds
- Online modules
- Annual to biannual 1:1 mentoring sessions
- Global health-specific supplemental learning objectives (optional) for all pediatric rotations

Global Health Track: Participation Data and Resident Recruitment



Residency post-match survey question: **Did the presence of a formal Global Health Residency Training Track influence your decision to rank this residency program higher than others?**

- "Definitely—this was something other programs lacked, and it was a huge priority for me."
- "This was one of the strongest factors actually in ranking MCW highly."
- "Very appealing."

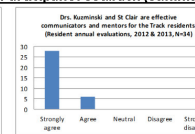
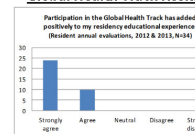
"I would like to add my appreciation for the strength of the Global Health Program for the residency, both for our current residents and also for the prospective residency applicants. As I review the files for this current year of applications and interview notes, more than half of the interviewed applicants have mentioned interest in Global Health, applied to this program for its Global Health Track, and/or have future career plans that include Global Health aspirations."

Heather Toth, MD, Medicine-Pediatrics Residency Program Director, January 2014

"Every day the applicants request to hear more about the Global Health program and it really strengthens our ability to provide individualized training for those residents who want to learn more about caring for children in limited resource areas (international, US urban, US rural). It really strengthens our residency!"

Michael Weisgerber, MD, Pediatric Residency Program Director, January 2014

Global Health Track Resident Participant Feedback (Summary Annual Evaluations, 2012 & 2013)



Q: The most helpful aspects of the Global Health Track are:

- "Mentors are extremely helpful. Noon conferences provide great (more general) info."
- "It's interesting to see how practice changes when resources do."
- "I feel like I have a better handle on what is available for career opportunities in global health and what other residency programs are doing in the global health arena. I have appreciated the incredible support regarding global health interests."
- "This has been a refreshing and motivating group to participate in. It helps keep my ultimate goals in perspective and view as I often get bogged down with day to day resident duties."
- "Support for resident-driven goals. Focus on training for resource-limited settings."
- "Excellent resources with Drs. St Clair and Kuzminski who are strong advocates for residents and global health."



Highlights of Global Health (GH) Track Resident Graduate Achievements

Please refer to CV for comprehensive list of Global Health Track advisees

Mentee	GH Track Graduation	GH elective site	St Clair Role	Mentee's Post-Grad Position	Mentee's GH Track Scholarly Output/Achievements
Rachel Johnson, MD	2013 (inaugural class)	Uganda	Mentor	Med-Peds Chief Resident	Accepted national global health-related abstract, Association of Pediatric Program Directors, 2013.
Bethany Weinert, MD	2013 (inaugural class)	Indian Health Services	Mentor	UW-Madison Academic Fellowship/MPH	(1) American Academy of Pediatrics Resident CATCH Grant—Indian Health Services Project; (2) Accepted national abstract, 5 th International Meeting on Indigenous Child Health

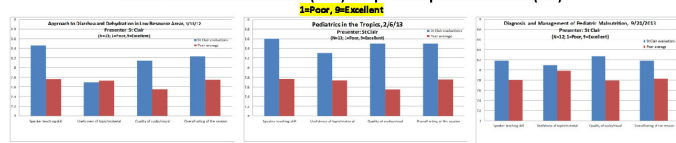
Mentee	GH Track Graduation	GH elective site	St Clair Role	Mentee's Post-Grad Position	Mentee's GH Track Scholarly Output/Achievements
Emily Fisher, MD	2014	Nicaragua	Mentor	CDC Epidemic Intelligence Service	Highly competitive CDC EIS position
Leah Philippi, MD	2014	Belize	Mentor	CHW Hospitalist, UW-Madison MPH	Accepted national global health-related abstract, Association of Pediatric Program Directors, 2014.
Vanessa Thomas, MD	2014	Uganda	Mentor	Baylor Pediatric Emergency Medicine Fellowship	(1) Pan-African Community Association Community Health Promoters Project (2) Grant-funded Uganda Train-the-Trainers project, & (3) Accepted national global health-related abstract, PAS 2014

2013 David Lewis Outstanding Advisor of Residents—quote from global health mentee nomination letter

"Dr. St. Clair is quick to advocate for opportunities...I do not know when she sleeps, but when a global health resident is working nights, it is not uncommon for any of us to have an email conversation at 3am...One thing I admire is her ability to rebuke gently and with the intention to be an advocate. She encourages us to raise our standards for ourselves...She truly pours herself into mentoring within this role. I feel incredibly blessed to have had the benefit of her mentorship and care over the course of the last two years"

St Clair Pediatric Residency Global Health Noon Conference Evaluations

St Clair conference evaluations (blue) compared to peer evaluations (red)



1/18/12 evaluation comments:

- "Presenter made topic interesting and relevant."
- "Great Presentation; Very useful information!"
- "Amazing Lecture, Good incorporation of recent data and methods."

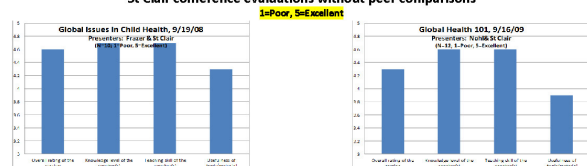
2/6/13 evaluation comments:

- "This was one of the better presentations yet. I really enjoyed the format and the content. We should do more tropical/global health conferences."
- "Thanks for an awesome global health lecture. So much fun."

9/24/13 evaluation comments:

- "Very engaging"
- "I wish I had constructive feedback for you but it was an excellent presentation"
- "Excellent! Thank you! Loved the questions."

St Clair conference evaluations without peer comparisons



9/19/08 evaluation comment:

- "An excellent session. I enjoyed the mix of clinical scenarios with factual information."

9/16/09 evaluation comment:

- "Really enjoyed how cases were presented and having us choose from scarce resources."

MCW/MCWAH PREPARATION CURRICULUM FOR GLOBAL HEALTH ELECTIVES (CO-LEAD, 2013-PRESENT)

A multi-disciplinary MCW team secured Learning Resource Funds in 2012 to develop a **preparation curriculum** for MCW and MCWAH global health electives (Co-PIs: St Clair, Kuzminski; additional members Chris Mol, Ted MacKinney, Tom May, Tiffany Frazer &, Ashley Hines).

Outcome: 2.5 hours of preparatory coursework, **now mandatory for MCWAH trainees; mandatory for MCW trainees starting 2015.** Awarded the MCW CEC Learning Resources Fund 2013-14 Innovation Award.

Global Health Elective Preparation Course materials:

- **Two, 20 minute online courses:** (1) *What to consider with international travel health and wellness* (Chris Mol); and (2) *Global Health Elective Preparation* (Kuzminski & St Clair)
- **In-person 90 minute seminar:** *Ethics of short-term electives* (May, Kuzminski, St Clair)
- **MCW Guide for Global Engagement** (handbook: includes overview of elective logistics, MCW Global Health Elective Code of Conduct and Risk Reduction Agreement)

Implementation was in spring, 2013. Participation to date: 19 students, 13 residents/fellows (9 destination countries). Evaluation is ongoing.

Ethics of Short-Term Electives Seminar Evaluations
 Facilitators: Kuzminski, May, St Clair (N=15, 8/28/13)

	1=Strongly disagree, 3=Neutral, 5=Strongly agree
The seminar presented potential ethical challenges I may encounter during my elective	4.2
The content of the seminar was useful in my preparation for a global health elective	4.2
The seminar's small group format provided an opportunity for discussion	4.4
The seminar's facilitators were helpful in leading and stimulating discussion of ethical scenarios	4.53

Comments:

- "I appreciate that this was actually a discussion of ethics rather than a lecture of do's and do nots."
- "This forced each of us to think through our own insights prior to stepping into a country where those may be challenged."

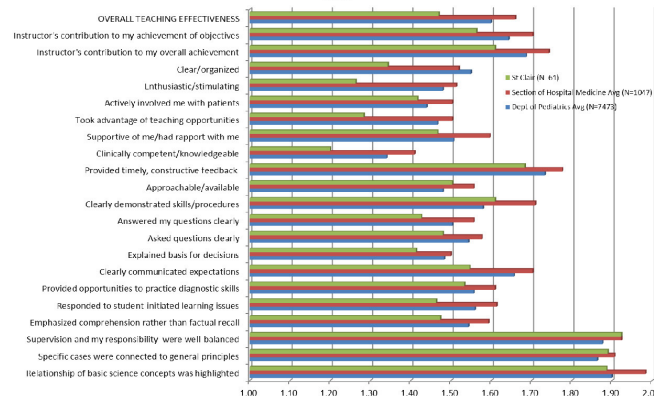
HOSPITALIST TEACHING ATTENDING (2007-PRESENT)

I am a clinician educator both at the bedside (during admissions and daily rounds) and in didactic settings for students and residents (pediatrics, medicine-pediatrics, emergency medicine and family medicine).

Clinical Teaching Evaluations, 2010-2013

1=Major Strength; 2=Strength; 3=Neither Strength nor Weakness; 4=Weakness; 5=Major Weakness

Averaged over a 3 year period. 2011-12 utilized a reversed rating scale (5=Major Strength), so all data was recalculated for that year utilizing the formula "6-score."



Comments from student and resident clinical trainees (2009-2013):

- "Dr. St Clair took every opportunity available to teach to the students! She is one of the best clinical faculty members I have had the pleasure of working with."
- "Dr. St Clair was excellent to work with and the most valuable to my learning during my peds rotation. She was enthusiastic, respectful, approachable, taught very well, and allowed students and residents to make decisions on their own while gently redirecting if necessary. Students are lucky to work with her!"
- "Dr. St Clair is great; she holds rounds in an effective and efficient manner where every patient becomes a learning opportunity. I especially appreciated how she provided constructive criticism on my presentations during rounds; making the point clear without belittling me."
- "She made me feel like a valued member of the team."

- "Dr. St Clair was one of the best attending physicians I have had ever third year. She is compassionate and caring but she pushes you as a student to think critically...she pushed me without being cruel or demanding. That is rare to find in an attending physician."
- "Dr. St Clair is an excellent attending. Her medical knowledge is extensive and she is amazing at balancing patient care and teaching. She allows autonomy and is always available to teach and discuss patients."
- "Dr. St Clair shows an amazing passion for both teaching and patient care. Her enthusiasm for these aspects of medicine is infectious to the entire team. Over the years my respect for her has grown even greater. She has proven to be an amazing mentor and teacher."

ADDITIONAL LOCAL EDUCATOR ROLES

1. **Global Health Pathway Advisory Council** (2009-13): Monthly meetings, assistance with curriculum planning and implementation
2. **MCW Student Advisor** (Pathways N=9; Clinical N=12; & Summer Research N=2)

Highlights of Student Advisee Achievements

Mentee	St Clair Role	Mentee's GH Track Scholarly Output/Achievements
Sarah Potts	Summer Research Mentor, 2008	(1) Performed a literature and website review; and (2) developed a website for the Department of Pediatrics Global Health Program
Andrea Rivas	Summer Research Mentor, 2012	(1) Performed a literature review; and (2) developed a geomapping tool for refugee health services in the Milwaukee region (utilized later in Pathways project, below)
Andrea Rivas, Mike Smaglick, Abby Walsh & Grace Kim	Collaborative Project Advisor (Pathways, 2012-13)	(1) Performed a needs assessment at the Pan-African Community Association; and (2) developed an online preparatory module for future PACA volunteers and trainees
Lauren Coogle	Pathways Advisor (2013-Present)	(1) Collaborated with a faculty/resident team in Uganda for a grant-funded, IRB-approved train-the-trainers project (Summer, 2013); and (2) co-authored an abstract accepted at Pediatric Academic Society national meeting, 2014.

3. **Masters in Public Health Introduction to Global Health Course:** Annual lecturer, 2013-Present
4. **Patient Safety and Quality Improvement Elective** (UME and GME): Annual lecturer (2013-Present)

DESCRIPTION OF EDUCATIONAL INITIATIVES AND EVIDENCE OF EFFECTIVENESS REGIONAL EFFORTS

MIDWEST CONSORTIUM OF GLOBAL CHILD HEALTH EDUCATORS (CO-CHAIR, 2009-PRESENT)

In 2009, global child health educators from seven Midwest pediatric residency training programs founded the Consortium in order to standardize and synergize the various global health educational efforts that were occurring at each respective institution. **I serve as the co-chair for the Consortium of 23 members.** In that role, I **organize annual meetings, provide leadership for collaborative initiatives and scholarly output, and facilitate additional communication throughout the year.**

Mission: Advance the science and implementation of global child health training through regional multi-institutional collaboration and scholarly output.

Vision: Foster new generations of physicians capable of and committed to favorably impacting the health of children in under-resourced areas of the world.

Members (23 individuals, 7 institutions): (1) Cincinnati Children's Hospital, (2) Mayo Clinic College of Medicine, (3) Medical College of Wisconsin, (4) Northwestern University, (5) Rainbow Babies and Children's Hospital, (6) University of Minnesota, and (7) University of Wisconsin.

Collaborative Midwest Consortium of Global Child Health Educators accomplishments:

1. Adopted competency-based objectives at each institution
2. Developed global health knowledge assessments
3. Shared curriculum resources
4. Assumed national leadership roles pertaining to global health education, including within the Association of Pediatric Program Directors Global Child Health Educators Association
5. Presented 10 global health workshops and 6 posters at national meetings since 2011
6. Published 3 shared articles
7. Created simulation curriculum and facilitator training for implementation and evaluation at each program (S.U.G.A.R.: Simulation Use for Global Away Rotations)

8. Identified and shared global health elective resources and partner sites
9. Developed tools for evaluation of global health trainees

ADDITIONAL REGIONAL EDUCATOR ROLES

1. **Visiting global health lecturer: Carroll College** (annual, 2011-Present); **UW-Madison** Pediatric Residency Program (2012, 2014)

DESCRIPTION OF EDUCATIONAL INITIATIVES AND EVIDENCE OF EFFECTIVENESS NATIONAL EFFORTS

ASSOCIATION OF PEDIATRIC PROGRAM DIRECTORS (APPD) PEDIATRIC GLOBAL HEALTH EDUCATORS

Worked alongside a team of national colleagues to incorporate global health-specific workshops and meeting venues at the annual Pediatric residency program director meetings.

- Global health educator steering group formed in 2011 (N=10, St Clair as member)
- APPD global health educator listserv developed in 2012 (approx. 90 members)
- Since 2011, global health educators have delivered 8 workshops for residency educators
- Global Health Pediatric Educators Group (PEG) developed in 2013
- **Nominated as Co-Chair of the Global Health Pediatric Educators Group in 2014**

APPD workshop evaluation (Lead, 2012): Preparing Locally to Work Globally: Ensuring Successful Global Health Electives through Mentorship and Pre-travel Preparation N=11: 1 Program Director, 3 Associate Program Directors, 4 Global Health Directors, 3 Other						COMMENTS:
	Excellent	Very Good	Good	Fair	Poor	
Session as a whole was	10	1	0	0	0	<ul style="list-style-type: none"> • I feel much better about establishing a safe / successful global health elective after this week. • The session was presented by experts with solid guidance, practical tips.
Content of session was	10	0	0	0	0	
Organization was	10	1	0	0	0	<ul style="list-style-type: none"> • Great resources, wonderful format, great interaction. • I really enjoyed the workshop and got a lot out of it. • Thanks for providing all of these resources. • Best workshop of the conference!
Presentation of material was	10	1	0	0	0	
Use of session time was	10	1	0	0	0	
Handouts/audiovisuals were	11	0	0	0	0	

GLOBAL CHILD HEALTH EDUCATIONAL MODULES PROJECT (GCHEMP; LEAD MODULE AUTHOR)

GCHEMP is an effort led by global health educators nationally to develop a series of **interactive, case-based, web modules for pediatric residents**. It started in 2011 with members of the American Academy of Pediatrics and the Global Health Education Consortium. These peer-reviewed modules focus on public health and pediatric clinical topics in global settings.

Lead module author (St Clair): Preparation for a Global Health Elective (2014, evaluation data pending)

Time invested in module coordination, development and dissemination: Approximately 80 hours

ADDITIONAL NATIONAL EDUCATOR ROLES

1. **Project Lead: Development of global health-specific supplemental learning objectives for all pediatric core & specialty rotations**
 - a. 35 rotations, 36 co-authors from 17 institutions, national rollout Summer, 2014
 - b. Author guidelines: Develop objectives that are (1) pertinent to the provision of care in low-resource settings; (2) paired with a resource that can be read to achieve the objective; (3) vetted by subspecialists; (4) limited to a maximum of 3 hours of reading; and (5) written with "observable behavior" verbs
2. **Academic Pediatric Association** Global Health Task Force: Member of author group for the development of **faculty global health educator competencies**
3. **American Academy of Pediatrics** Section of International Child Health:

- Assisted with the development of a [Global Health Curriculum Toolkit](#) (on website)
- Abstract review committee** (Member 2012-13; Co-Chair 2014-Present)

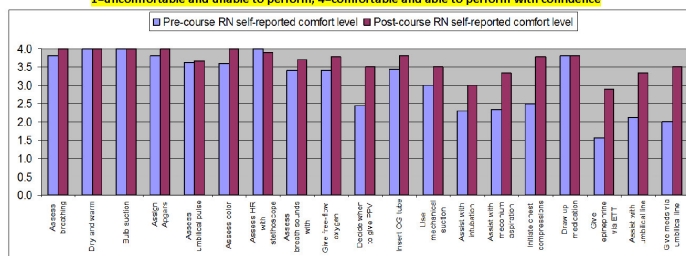
DESCRIPTION OF EDUCATIONAL INITIATIVES AND EVIDENCE OF EFFECTIVENESS INTERNATIONAL EFFORTS

BELIZE NEONATAL RESUSCITATION AND POST-RESUSCITATION INSTRUCTOR

Led the coordination and served as an instructor for neonatal resuscitation program training (2010, NRP: 7MDs, 7RNs) and post-resuscitation training (2011, S.T.A.B.L.E.: 13MDs, 17RNs, 7LPNs, 7 midwives, 6 medical officers) per the request of the Belize Ministry of Health for country-wide pediatricians and nurse midwives.

2010 Summary of nurse/midwife pre-NRP and post-NRP self-reported comfort levels with neonatal resuscitation skills

1=uncomfortable and unable to perform; 4=comfortable and able to perform with confidence



NRP comments: Excellent course, will definitely help me as a midwife / Very important, knowledgeable, and need to continue

Summary of S.T.A.B.L.E. attendee course evaluations (N=48); Instructors St Clair & Kuzminski

1=strongly disagree; 3=neutral; 5=strongly agree

	AVG	PARTICIPANT COMMENTS
The course was helpful	4.91	Good program and timely delivered / Course was very educational / I would like every member of the health staff to take this course so that they may be better able to deal with problems as they arise / All of the presenters did a great job! / I enjoyed the way the course was given. It was made simpler to understand. / Instructors were kind and knowledgeable / Excellent job, interactive but most importantly adapted to condition and situation here in Belize / Course was great, should be given to other staff members at regional level.
I think other colleagues should take this course	4.92	
I would be interested in having S.T.A.B.L.E. trainers in Belize	4.85	

ADDITIONAL INTERNATIONAL EDUCATOR ROLES

- Faculty mentor**, Uganda train-the-trainer physical examination project (12/2013-6/2014)
- American Academy of Pediatrics **Grant Mentor** (Haiti rural school-based project, 2010-13)
- Liaison with global health elective sites (2008-Present): Uganda, India, Nepal, Belize, Honduras, Ghana, Dominican Republic, Nicaragua, Philippines)

Appendix A: Pediatric Residency Global Health Noon Conferences

Global Health Noon Conference	Presenter	Department (of presenter)
Response to Humanitarian Disasters	Jason Liu, MD	Emergency Medicine
Global Dermatology	Kristi Holland, MD	Dermatology
International Adoption Medicine: Medical and Psychosocial Considerations	Samantha Wilson, PhD, Joe Chusid, MD & Nicole St Clair, MD	Psychology, Pediatrics
Care of the Acutely Ill Child in Low-Resource Settings	Jacquelyn Kuzminski, MD	Pediatrics
Through a Different Lens: Ethical & Social Considerations when Working Outside of your Cultural Norm	Thomas May, PhD & Nicole St Clair, MD	Bioethics, Pediatrics
Approach to Diarrhea and Dehydration in Low-Resource Settings	Nicole St Clair, MD	Pediatrics
Report Card on Adolescent Global Health	Mandakini Sadhir, MD	Adolescent Medicine
Pediatrics in the Tropics	Nicole St Clair, MD	Pediatrics
Maternal Child Health	Jacquelyn Kuzminski, MD	Pediatrics
Diagnosis & Management of Malnutrition	Nicole St Clair, MD	Pediatrics
Introduction to Native American Health	Bethany Weinert, MD	Pediatrics
Injury Prevention and Management in Resource-Limited Settings	Stephen Hargarten, MD, MPH	Emergency Medicine
HIV Care: From Neighborhoods to Nations	Barb Cuene, MSN & Jacquelyn Kuzminski, MD	Pediatrics
Pediatric Infection with HIV	Peter Havens, MD	Pediatric Infectious Disease
Infectious Diseases in International Travelers	Kelly Henrickson, MD	Pediatric Infectious Disease
Community Engagement Strategies	David Nelson, PhD, MS	Family Medicine
Approach to Ocular, Neurologic & Psychiatric Global Child Health Issues	Jacquelyn Kuzminski, MD & Nicole St Clair, MD	Pediatrics
Global Health: Public Health Systems, Epidemiology and Health Access Inequalities in Guatemala	Earnestine Willis, MD, MPH	Pediatrics, CAUC
Refresher on Basic Lab Techniques	Sue Kehl, PhD & Paula North, MD, PhD	Pathology
Diagnosis and Management of Tuberculosis	Britt Barger, DO	Pediatrics

Confused yet?



One size does not fit all (every institution's requirements are a bit different, and some very vague)

Tell Your Story





Medical Teacher



ISSN: 0142-159X (Print) 1466-187X (Online) Journal homepage: www.tandfonline.com/journals/imte20

Twelve tips for creating an academic teaching portfolio

Kim Little-Wienert & Mark Mazziotti

1. Prepare in advance
2. Review your current CV

*Organize into one of five education categories: **teaching, curriculum, advising and/or mentoring, educational leadership or administration, and learner assessment***

3. Establish your “shoebox”
4. Collect evidence of the quality of your teaching
5. Participate in peer review of your teaching
6. Provide mentorship
7. Solicit letters of support
8. Demonstrate evidence of scholarship
9. Think about your educational goals & objectives
10. Write down your educational philosophy
11. Document your professional development
12. Have your portfolio reviewed by an expert prior to submission



Medical Teacher



ISSN: 0142-159X (Print) 1466-187X (Online) journal homepage: www.tandfonline.com/journals/limte20

Twelve tips for creating an academic teaching portfolio

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Faculty Promotions

The information on the following pages was created to support faculty toward promotion and to uphold the defining values and vision of the promotion process in the Department of Pediatrics:

The academic promotion system and processes for faculty within the Department of Pediatrics will be transparent, supportive and equitable. We strive to build Departmental processes and resources to support successful faculty promotion in areas that fit in their ongoing work and passions, and that uphold the Wisconsin Idea to benefit patients, families and advance child health throughout Wisconsin.

Additional resources for MPAs to support faculty towards promotion may be found [here](#)

Tenure Track

The tenure track is the traditional university track where faculty are hired with the expectation that they will successfully launch an independent research career in six years. If they succeed in this task they will be promoted to associate professor with tenure.

CHS Track

The clinical health sciences track faculty spend more than 50 percent of their time in clinical/public health duties and must be promoted to associate professor by the end of their eighth year.

CT Track

The clinician-teacher track faculty are primarily clinicians who work with learners in their clinical practices.



Statement by the Candidate—Jessica Babal, MD

My primary area of excellence is teaching. My mission is to cultivate humanistic, compassionate, and equitable learning and work environments in medicine. I use medical humanities and well-being education strategies in pursuit of this mission. I have made substantial contributions in this area for the University of Wisconsin School of Medicine and Public Health (UW SMPH) and have disseminated this work regionally and nationally. **My area of significant accomplishment is research.** I use novel approaches to explore (1) well-being and (2) gender bias in medicine. I have made substantial contributions to these areas.

Area of Excellence: Teaching

Innovative teaching methods to promote resident well-being during COVID-19

The COVID-19 pandemic presented unprecedented challenges to resident physician well-being. Narrative practices, such as storytelling, have been shown to foster clinician resilience. Therefore, during the early part of the pandemic, I introduced an interactive storytelling session into the UW Pediatric Education and Active Resident Learning (PEARL) half-day curriculum. In preparation for this session, I supported pediatric faculty in developing stories about challenging emotions and vulnerability in medicine. The faculty then shared their stories with residents and led small group discussions about how lessons from their stories might be applied in facing pandemic challenges. In pre-post assessments, residents reported experiencing intense pandemic-related emotions, including anxiety, helplessness, confusion, and anger. The majority found storytelling to be beneficial for emotional growth. We published our findings in the major national journal, *Academic Pediatrics*, as a "Novel Approach to Pediatric Education in Response to COVID-19."

During the storytelling event, we discovered a concern that a subset of residents reported stress while listening to stories intended to promote wellness. This prompted us to consider alternative approaches to wellness activities, including those that could evoke joy through creativity and humor. We then piloted a novel approach to well-being education using creative game play, which has shown utility in motivating learning, enhancing social connection, and facilitating difficult conversations. During a PEARL professional development session, we used competitive limerick writing as an entertaining way to support community-building and discussions about graduating residency during the COVID pandemic. In pre-post assessments, residents reported that the game play intervention broadened their thinking, cultivated joy/enjoyment, and provided utility in addressing stress. We again disseminated our findings in *Academic Pediatrics* entitled, "Using a Limerick Writing Contest to Address Residency and Career Stress and Foster Connection Among Pediatric Residents Approaching Graduation."

Textbook that educates pediatricians about well-being

From 2020-2022, I served as co-editor of a new pediatric textbook entitled, *Understanding and Cultivating Well-being for the Pediatrician: A compilation of the latest evidence in pediatrician well-being science*. This textbook covers a range of physician well-being topics, including challenges to physician well-being and innovative and evidence-based ways to foster physician well-being. It will be published by Springer in December 2022. In addition to editing the textbook, I also authored a chapter, entitled, "Physician well-being challenges: An historical perspective." This chapter discusses the societal, cultural, and systems drivers of physician well-being challenges throughout modern US history.

Novel medical humanities curriculum for medical students

Education in medical humanities has been shown to help medical students provide more compassionate and culturally competent care and build student resiliency. However, medical humanities course offerings were limited at the UW SMPH. Recognizing this gap, I collaborated with student and faculty stakeholders to develop and implement a 2-week medical student elective, "Introduction to the Medical Humanities: Suffering and Social Justice (Med Hist 744)." I led efforts to elicit student educational needs and develop the course proposal, structure, and content (reading materials, assignments, assessments). We first conducted the course in spring 2021 and spring 2022 and will conduct it again in 2023. Students described the course as useful for building critical thinking, perspective-taking, and compassionate patient care skills.

Student evaluation comment: "I think [the course] really reinforces perspective sharing. Being able to understand the lens in which work is produced, hearing stories of people who might not ever end up in your office or hospital, and the opportunity to see the human first and not the disease first."

Teaching invitations & awards

I have been invited to teach in several venues locally, regionally, and nationally. This includes several resident PEARL sessions on well-being using a medical humanities lens. These sessions addressed vulnerability in medicine (storytelling); challenges of graduating during the COVID-19 pandemic (limerick writing); gender bias and discrimination in medicine (medical history). I have been invited to discuss trainee well-being topics with first-year pharmacy students annually, lead discussion panels for medical student lunch-and-learns, serve as a well-being session facilitator for pediatric fellows, and lead MD-PhD student professional development/wellness sessions.

I have been invited to teach several times to faculty during professional development sessions, including: "Enhancing educational scholarship through conceptual frameworks," "Discerning your academic purpose," and "How to navigate institutional resources to support your academic work." Additionally, I have given Grand Rounds at UW and the Charleston Area Medical Center in West Virginia, entitled, "Dismantling the Good Doctor Paradigm and Building a Broader Vision for the Future of Pediatrician Well-being." Further, I was invited to write for the Parent Education page in *JAMA Pediatrics*, entitled, "The Pediatric Clinic Team," which teaches parents about medical trainee roles during clinic visits at academic medical centers. Finally, I was invited to serve as the UW pediatric residency Caregiver Elective rotation director, and I received a Top 25 Teacher in Pediatrics Award (2020-2021).

Additional materials needed for promotion dossier focused on Teaching

- Teaching evaluations
- Supporting documentation to highlight teaching
- Peer reviews of teaching (*tenure track only*)
- Supplemental information on CV re: educational activities (*required for all tracks, regardless of areas of focus*)

Teaching evaluations

- Request feedback via teaching evaluation after each talk and save copies of all evaluations
 - Sample teaching evaluation template available at <https://go.wisc.edu/uq9zmy>



- Promotion coordinator will include a teaching evaluation summary in promotion dossier

Supporting documentation to highlight teaching

- Save select teaching materials for promotion dossier/appendix
- Examples:
 - Slides from invited presentation or workshop
 - Poster or abstract
 - Teaching award
 - Course syllabi, outline, or handouts
 - Links to podcasts, webinars, or websites created by the candidate

Book cover and publisher's synopsis

Understanding and Cultivating Well-being for the Pediatrician

A compilation of the latest evidence in pediatrician well-being science

Sarah Webber
Jessica Babal
Megan A. Moreno
Editors

Publisher's Synopsis

With growing attention surrounding the importance of physician well-being, organizations are institutionalizing physician well-being efforts. Promoting well-being requires a understanding of the components, barriers and promoters of physician well-being. While other books exist in this space, many are focused on individual resilience-building strategies or are too broad to apply to specific groups of physicians, such as pediatricians. A critical gap in the existing literature is a book that uses an evidence-based model of well-being and applying this model to unique experience of pediatricians.

Rather than a work-centric approach, the physician well-being model we describe in this book takes a comprehensive approach to well-being, integrating evidence and expertise from a broad body of well-being research and translating that knowledge to the lives and work of pediatricians. Further, while other texts focus on negative consequences of a lack of well-being, such as burnout, this text is organized around defining, understanding and optimizing well-being. Each chapter will provide strategies for both individual pediatricians and healthcare organizations to consider to improve pediatrician well-being at their institution. This book integrates well-being science from disciplines outside of medicine, offering innovative strategies to addressing this important issue.

This is a book designed for pediatricians, health care leaders, and organizations looking to better understand and implement strategies for pediatrician well-being. The authors will take readers on a journey through the history of physician well-being leading to the current state of well-being in the context of modern medical practice, technology, society policy and family life. Using an integrated model of physician well-being, readers will learn about the current state, solutions, tensions and future directions of physician well-being.

Slides and recording from talk at national meeting

Bronchiolitis Booster Series

Value in Inpatient Pediatrics Network

HI-FLO: High Flow Interventions to Facilitate Less Overuse

Quality Improvement Collaborative 2021-2022



National AAP VIP HFNC Facilitating Less Overuse (HIFLO)
Quality Improvement Collaborative Educational Video

Viewed >440 times by >353 unique physician, nurse, and respiratory therapy viewers from 86 hospitals

<https://vimeo.com/586008139>



Page(s) from course syllabi developed by candidate



School of Medicine
and Public Health
UNIVERSITY OF WISCONSIN-MADISON

MED HIST 744: Introduction to the Medical Humanities

Credits: 2

Course Designations and Attributes: Graduate/professional

Meeting Time and Location: Daily from 2:30-5:00pm

Instructional Modality: Course will be taught synchronously online

Credit Hours

The credit standard for this course is met by an expectation of a total of 90 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled seminar meetings, reading, observing, writing, and responding to other students' writing.

INSTRUCTORS

Instructor Title and Name

Jessica Babal, MD, Assistant Professor of Pediatrics (CHS)

Liana Eskola, DO, Clinical Assistant Professor of Medicine

Elizabeth Fleming, MD, Clinical Assistant Professor of Family Medicine

Nicole Nelson, PhD, Associate Professor of Medical History and Bioethics (on sabbatical 2021-2022)

Instructor Availability

Please contact your instructors via email addresses to arrange office hour meetings.

Instructor Email/Preferred Contact

Jessica Babal: jbabal@pediatrics.wisc.edu

Liana Eskola: leskola@medicine.wisc.edu

Elizabeth Fleming: efleming@fammed.wisc.edu

Nicole Nelson: nicole.nelson@wisc.edu

OFFICIAL COURSE DESCRIPTION

Course Description

Introduction to the medical humanities and their application to clinical practice, utilizing a variety of humanistic approaches, drawing from history, philosophy, anthropology, literary studies, and religious studies. We will also engage with a variety of forms of expression, including essays, poetry, film, podcasts, music, and visual art. These humanistic approaches complement the science-focused approach of contemporary medical education by enhancing students' ability to offer more compassionate and culturally competent care, and helping students build resiliency through using artistic forms of expression to process their experiences. Each offering of this course will engage with the medical humanities through a different theme, such as the doctor-patient relationship, death and dying, or healing and wholeness.

UWHealthKids



School of Medicine
and Public Health
UNIVERSITY OF WISCONSIN-MADISON

Teaching award

25 Pediatrics faculty named 'Top Teacher' in 2020-2021

Posted on November 29, 2021

Congratulations to the 25 pediatrics faculty who were selected for the Top Teacher award by University of Wisconsin medical students and residents. The awards are based on evaluations from students and interns.

Below, the 2020-2021 award recipients:

Ann Allen, MD, Hospital Medicine

David Allen, MD, Endocrinology & Diabetes

Awari Al-Subu, MD, Critical Care

Jessica Babal, MD, General Pediatrics and Adolescent Medicine

Nicole Baumann-Blackmore, MD, Neonatology and Newborn Nursery

Screenshots of curriculum website

Education for CHANGE

Click on above logo to view informational video

Curriculum Website

Home Page

What Is Education for CHANGE?

Education for CHANGE is a longitudinal social justice curriculum designed for use in graduate medical education. The curriculum is designed to shift learners' knowledge, skills and attitudes toward social equity and serve as a vehicle for all residents to become change-makers. Education for CHANGE can be used as part of a more comprehensive plan, with a goal of moving toward a more equitable future for all our patients.

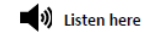
The 8 curricular goals of Education for CHANGE:

1. Analyze how the history of racism in America impacts our current state of health (social, health, academic, economic).
2. Examine the role of racism in the development of oppression and its role in our daily lives, both within and outside of professional roles.
3. Examine social identity and biases, and implement strategies to reduce the impact of these biases on interpersonal interactions while maintaining self-compassion.
4. Examine when challenging or supporting racism and other forms of oppression requires responsibility of who has the right to do so, and how to do so.
5. Engage others in conversation and to share within social justice.
6. Recognize the benefits to ALL people, including those from oppression, of those responsible for oppression, of working toward social justice.

Podcast data and link to listen



Podcast Impact Report September 9, 2022

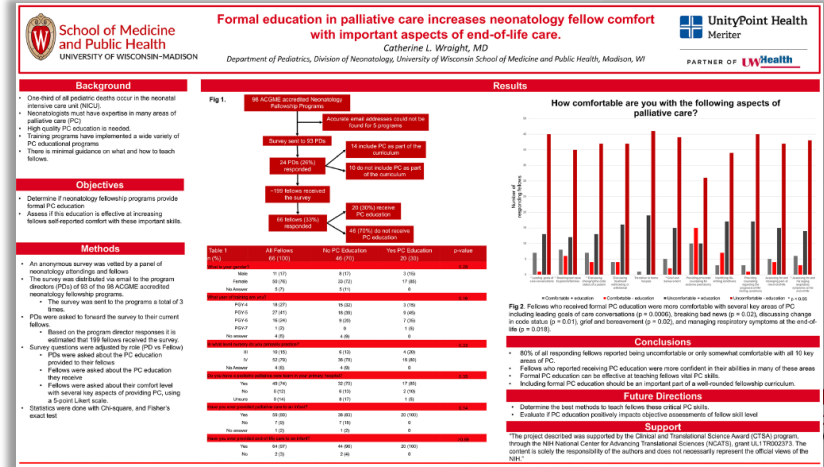


- **35,154 Downloads** (as of 9/9/22)
 - 140% increase from Year 1 to 2 (as of 7/1/22)
 - 566 average downloads per episode
- **Total # of episodes: 60**
- **31 Hours of Podcast Content** (60 shows x 30 mins)
- **3 Most downloaded Podcasts:**
 - *Inner Truths, Part 2 of The Research Behind LGBTQ and Children's Books* – 1,349 downloads
 - *Quirky Kids* – 1,317 downloads
 - *Diversity in Children's Literature* – 909 downloads
- **Listeners in all 50 states + 76 countries**
- ******* 5-star review rating with 45 reviews on Apple Podcast!**
- **3,702 Clicks on Podcast FB Ad**

"Wonderful discussions with inspiring guests!
Great podcast for everyone who cares about children (i.e. all of us). Inspiring guests with great discussions!"

"Informative and jam-packed podcast"
I love Reach Out and Read! So happy that they have joined in the podcast movement. Each episode is jam-packed with incredible information related to pediatrics, literacy and child health. Every pediatrician and/or early child educator, parent and anyone interested in child health should take a listen!

Poster



Peer reviews of teaching *(tenure track only)*

- Promotion committee should ensure that formal, evaluative peer review of the candidate's teaching is performed and documented annually, beginning in the second year
 - Sample peer evaluation form: <https://go.wisc.edu/ag61en>
- If teaching is area of significant accomplishment:
 - Two peer evaluators are included in dossier
- If teaching is area of excellence:
 - All peer evaluations are included in dossier + ad hoc committee report



Supplemental information on CV re: educational activities *(required for all tracks, regardless of areas of focus)*

- Educational activities and presentations are displayed in a table format on promotion CV
- In general, include:
 - Date(s)
 - Title of course/session/talk
 - **Approx. # and type of learners**
 - **Contact hours**
- Some tables require different or additional information; refer to:
<https://go.wisc.edu/y2ai4b>



Making an Educator Portfolio Work for You: Q&A session for panelists

Medical Education Scholars



Department of Pediatrics
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

Text: 608-260-7097
Code: FENNEN



**School of Medicine
and Public Health**
UNIVERSITY OF WISCONSIN-MADISON