

EDUCATIONAL PORTFOLIO EXAMPLE

J. Smith, MD
Clinical Instructor
Department of Emergency Medicine
ABEM General

A. Description of philosophy that guides practice as a teacher, assessor of learners, mentor and/or advisor.

XXXXXXXXXX

B. Description of 5-year goals as an educator

XXXXXXXXXX

C. DIDACTIC TEACHING of students, trainees and peers

Activity	Annual airway course teaching faculty
Context of activity	ABEM General Emergency Medicine Residency
Description of role	Faculty instructor
Duration of service (give years)	2011-2015
Service quantity (e.g., hours/year)	Approximately 16 hours per year
Number and type of learners (e.g., number per year, semester, term)	Approximately 48 residents per year
Goals for the activity	To provide an overview of emergency airway management, including relevant anatomy, indications, RSI medication options, direct laryngoscopy (including use of airway adjuncts), difficulty airway algorithms, and performance of surgical airways.
Outcomes, accomplishments, and other indicators of quality of service or impact in this role	-Residents achieved a higher rate of cadaveric and simulation-based first-pass intubations during workshop post-test -Received higher than average lecture evaluations *”Intro to Airway” lecture: mean score 4.44 (0-5 scale) *”Difficult Airway Encounters” lecture: mean score 4.36 (0-5 scale)

D. CLINICAL TEACHING

Activity	Attending Physician, ABEM General Emergency Department
Context of activity	Clinical service in the Department of Emergency Medicine, in which medical students and residents rotate
Description of role	Attending Physician
Duration of service (give years)	2011-present
Service quantity (e.g., hours/year)	32 hours per week, of which approximately 75% is spent supervising students and residents, hearing cases in real-time.
Number and type of learners (e.g., number per year, semester, term)	-4 residents at a time are present in the ED 24 hours per day -1-2 sub-interns at a time are present in the ED 24 hours per day from July through September
Goals for the activity	The goals of the service are to provide an in-depth understanding of Emergency Medicine, including diagnosis and management of acute complaints and conditions commonly presenting to the Emergency Department.
Outcomes, accomplishments, and other indicators of quality of service or impact in this role	-Junior faculty teaching award, 2012 - Student evaluations for performance as an attending in the ED have consistently exceeded the average for the faculty overall, and have been in the “superior” range (5-6 on 0-5 scale) - Resident evaluations for performance as an attending in the ED have consistently exceeded the average for the faculty overall, and have been in the “superior” range (5-6 on 0-5 scale) -Consistently ranked among the top 5 EM faculty by residents

E. MENTORSHIP

Name of mentee or advisee	-Bob Jones – medical student 2011 -Jane Doe - resident 2012 -Mike Brown – resident 2013 -Sarah White - resident 2014 -Emily Kennedy – resident 2015
Description of role as mentor/advisor	Faculty advisor, counseled on residency programs, evaluated and edited personal statements, wrote letters of recommendation
Purpose or goals of relationship	-Help students identify their priorities for a residency program -Assist students in planning the best way to organize their application and personal statement -Helped students to identify resources and problem solve needs as they arose
Description of mentoring/advising process	When meeting with students, my approach involves familiarizing myself with their backgrounds so as to contextualize and understand their ideas, interests and needs.
Current status of advisee	-Bob Jones: Junior faculty, ABEM Gen -Jane Doe: Chief Resident, ABEM Gen -Mike Brown: PGY-3, ABEM Gen -Sarah White: PGY-2, ABEM Gen -Emily Kennedy: PGY-1, ABEM Gen
Outcome(s) of relationship	All students successfully matched in EM in top 3 choices. Continue to maintain contact with all advisees

E. ADMINISTRATIVE teaching leadership role

Activity	Emergency Medicine Residency, ABEM General
Description of role	Assistant Program Director
Duration of service (give years)	2014-present
Goals and/or initiative	To graduate residents who excel across the spectrum of ACGME core competencies as they relate to the practice of Emergency Medicine
Outcomes, accomplishments, and other indicators of quality of service or impact in this role	<ul style="list-style-type: none"> -Supervised Chief Resident in creation of monthly resident schedule -Coordinated weekly Emergency Medicine conference series -Organized and monitored remediation plans for residents with academic difficulty -Restructured resident evaluation process -Program evaluation by residents consistently above national average

F. Recognition of EXPERTISE in education

Activity	Journal Reviewer
Description of role	Contributed to the review process for several journals
Duration of service (give years)	2013-present
Goals and/or initiative	To assist in journal reviews
Outcomes, accomplishments, and other indicators of quality of service or impact in this role	<ul style="list-style-type: none"> -2013-present: Guest reviewer for <i>Academic Emergency Medicine</i> -2014-present: Guest reviewer for <i>Annals of Emergency Medicine</i>

G. SCHOLARSHIP

Educational Material	Online EBM Module
Description of material	Developed an online module, which leads the learner through the EBM process, including asking a clinical question, acquiring the relevant article, appraising the research, and applying their findings to patient care.
Role in development	Lead
Goals and/or purpose of educational material	This online module can be used by any educator who wishes to incorporate it into their EBM curriculum
Outcomes, accomplishments, and other indicators of quality of service or impact in this role	The module has been successfully used in our residency's EBM curriculum for the past 3 years, and downloaded from MedEdPORTAL by 50 users.

Adapted from: Niebuhr V, Johnson R, Mendias E, Rath L, Sandor K, Szauter K. Educator Portfolios. MedEdPORTAL Publications; 2013. Available from: <https://www.mededportal.org/publication/9355> http://dx.doi.org/10.15766/medp_2374-8265.9355

ASSISTANT PROFESSOR: EDUCATIONAL FOCUS

“The candidate must have evidence of strong local reputation as an active and highly effective teacher with increasing involvement and responsibility over time. The candidate must demonstrate scholarship, which will often include first author publications in and may also include educational materials in print or other media that have been developed by the candidate and have been adopted locally.”

Teaching Domain	Examples of Activity	Examples of Metrics
Didactic teaching of students, trainees and peers 1. 2. 3.	-Lectures -CME courses -Grand rounds -Seminars/tutorials	-Participation in courses/lectures at University -Learner/peer evaluations
Clinical teaching 1. 2. 3.	-Bedside teaching -Clinical preceptorship	-Quantified level of activity -Evaluations by students, residents or fellows
Mentorship 1. 2. 3.	-Med student, -Grad student -Resident -Fellow -Junior faculty member	-Number of individuals trained -Publications with trainees -Feedback from trainees
Administrative teaching leadership role 1. 2. 3.	-Residency co/director -Fellowship co/director -Clerkship co/director	-Evaluations of course/program -Participant enrollment in non-required courses for which the candidate was a leader

Recognition as an expert in education

- Local speaking engagements
- Contributions to local professional educational organizations
- Funding to conduct/develop educational research/programs
- Service as a peer reviewer for educational journals
- Selection for participation in limited enrollment training programs for educators
- Local awards for teaching or mentoring

- 1.
- 2.
- 3.

Scholarship

- Publication of first author original research, reviews and/or chapters
- Development and local adoption of educational material in print or other media (e.g. syllabi, curricula, web-based training modules or technologies/simulation, policy statements, assessment tools)

- 1.
- 2.
- 3.