

UCONN School of Medicine
Faculty Development: Academic Advancement I

Examples for those in the Medical Educator and Clinician-Scholar Professional Categories

Curriculum Development

1. Major Revision of Neurology Clerkship (occurred after assuming leadership of the MSIII/IV Neurology Clerkship at another school – not UCONN)
 - a. Wrote series of neurological vignettes and discussion guidelines for 8 didactic teaching sessions to standardize student learning
 - b. Created a short list of neurological emergencies and their diagnosis and treatments
 - c. Created a two hour review of basic neurological topics for use by students and residents
 - d. Integrated private practice neurologists into the teaching of standardized cases
 - e. Integrated lecturers from School of Allied Health Sciences (OT and PT)
 - f. Integrated residents into the clinical teaching and had them evaluate the students' abilities to perform histories and physicals
 - g. Revised the course exam to be comprised entirely of USMLE Step 2 Type questions; provided data showing internal validity
 - h. Ensured the clerkship was fully compliant with the LCME's pertinent guidelines
 - i. Ensured the clerkship was fully compliant with 80 hour workweek
 - j. Received highest marks on student evaluations
2. Recognition and Management of Shock
 - a. Slides for didactics
 - b. description of simulations with goals and objectives
 - c. pre- and post-training knowledge assessments
 - d. a peer reviewed publication about the course, with the candidate as senior author
3. Smiles for Life: National Web based curriculum for Family Medicine
 - a. Faculty leader was appointed by National Organization on basis of his own project and its outcome data, already published in peer reviewed publication
 - b. Presented to the SAPC in its third edition
 - c. Data on number of downloads provided
 - d. Curriculum development effort received national funding
 - e. Five peer reviewed publications
 - f. Seven modules published in AAMC MedEd Portal
 - g. The curriculum was later adopted by American Academy of Pediatrics
 - h. Curriculum endorsed by twelve national professional organizations
 - i. Faculty member invited to speak locally, regionally and nationally about the curriculum

Reasons for lack of success with curricular submissions:

- a. Curriculum in place for only one year
- b. Small number of participants
- c. No robust measure of outcome
- d. Lack of recognition outside UCHC
- e. Not submitting enough information about a curriculum; providing only a description of it
- f. Faculty member administers the course rather than creating or significantly revamping it
- g. Lack of objectively documented improvement
- h. Lack of clarity regarding goals and objectives

Clinical Service Development

1. Childhood Solid Tumor Program
 - a. In place for 6+ years
 - b. Provided data about the nature of the program, types of patients and patient problems
 - c. Therapeutic trials were included in program (research/academic component)
 - d. Data about growth of patients annually
 - e. Data about fund raising
 - f. International data base
 - g. Participant in international monthly “tumor board”
 - h. Organized and co-led symposium
 - i. Revamped local tumor board conferences and got approval for CME credits.

Research Service Development

1. Development of Quantitative Fluorescence Imaging and Computational Modeling Center
 - a. Served as second in command in a research Center.
 - b. Data supporting the international reputation of the Center
 - c. Documented role as Project director for NIH National Technology Center for Networks and Pathways, including data on use of Center
 - d. Service as PI of fluorescence microscopy and imaging component of multiple funded projects (thus showing the use and value of the service)
 - e. Key role in grant writing and obtaining funds
 - f. Data on utilization of the microscopy user facility
 - g. Organization of scientific meetings, courses and educational presentations
 - h. Obtained grant funding for conferences
 - i. Evidence that outreach strategies have been adopted by other research organizations