

# ACADEMY OF MEDICAL EDUCATORS

## MUSC COLLEGE OF MEDICINE ACADEMY OF MEDICAL EDUCATORS



MUSC COM WEBSITE: <https://medicine.musc.edu>

AME link is under Faculty Affairs menu

# BENEFITS OF AME

- **Teaching Portfolio Development: Enhance teaching credentials for promotion and tenure**
- **Peer Observation of Teaching Program: Work with mentor to improve teaching effectiveness**

# Elements in Teaching Portfolio

1. Teaching Philosophy
2. Teaching Activity
3. Advising and Mentoring
4. Educational Leadership and Administration
5. Curriculum and/or Assessment Development
6. Educational Research and Scholarship
7. Appendix Materials

# Teaching Philosophy

- **Provide a clear, concise accounting of teaching approach, methods and expertise.**
- **Why do you teach?**
- **What do you teach?**
- **What is your approach to teaching?**
- **How do you assess and improve your teaching?**
- **Do you utilize innovative teaching methods and tools?**

Teaching to me is more than just a recitation of facts or dissemination of knowledge, it's about sharing the information by connecting with students on a personal level. My philosophy is to approach each class as if I'm telling a story. I ask myself why I'm enthusiastic about a particular subject and how I can express to the students that they should be as well. Experience also has taught me that there is no single, tried-and-true method for explaining difficult concepts. While I have found that a PowerPoint presentation is a great teaching tool with unique features, in some instances, there are more effective ways to reach students and to get your point across. Whenever possible, I utilize complementary approaches to explain important concepts or describe the details of a dynamic structure from a different perspective. For example, I incorporate props or models into my presentations to help students visualize the information dynamically in three-dimensions. Finally, I believe it is essential to change the tone and tempo of a lecture or class by engaging students and making them active participants. I do this by interacting with them during class, utilizing audience response technology to incorporate instant quiz questions and providing some comic relief. My aim is to be entertaining as well as informative so that students do not become bored, or worse yet, lose interest and drift off. Students appreciate and thrive in a dynamic interactive learning environment.

# Teaching Activity

- **Year(s)**
- **Institution**
- **Subject or Topics**
- **Context: lecture, lab, small groups, bedside teaching, etc.**
- **Type of Learner: medical student, graduate student, resident, fellow, college**
- **Quantity: number of learners, hours per year**

## Teaching Activity

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Year(s)	Institution	Topic of teaching activity	Teaching context	Type of learner	Quantity (hours/year)	Number of learners/year
1984	University of Pittsburgh School of Medicine	Medical Histology and Cell Biology	Lecture and laboratory	Medical students and graduate students	Approximately 30 contact hours	Approximately 150
1984- 1985	Community College of Allegheny County	Human Anatomy and Physiology	Classroom teaching	Undergraduate	Approximately 50 hours	30-35
1992- 2000	Medical University of South Carolina, College of Medicine	Medical Histology and Cell Biology	Lecture and laboratory	Medical students	Approximately 25 contact hours	140-145
1998	Medical University of South Carolina, College of Graduate Studies	Integrative Biology of the Cardiovascular System	Classroom	Graduate students	2 hours	10
1999	Medical University of South Carolina, College of Graduate Studies	Molecular Basis of Cardiovascular Disease	Classroom	Graduate students	2 hours	8
2001- 2008	Medical University of South Carolina, College of Medicine	Molecular Basis of Medicine	Lecture	Medical Students	18 lecture hours	140-145
2004- 2005	Medical University of South Carolina	Laboratory Animal Science	Classroom	Research Technicians and staff	1 hours	10-15
2008- 2012	Medical University of South Carolina, College of Graduate Studies	Foundations of Biomedical Sciences; Regulation of Gene Expression Unit	Classroom	Graduate students	4 hours	30-35
2009- present	Medical University of South Carolina, College of Medicine	Year 1 Integrated Medical Curriculum	Lecture and laboratory	Medical students	75 hours	175- 180
2016- present	Medical University of South Carolina, College of Graduate Studies	Techniques and Experimental Design (TED)	Classroom	Graduate students	2 hours	25-30

# Advising and Mentoring

- Year(s)
- Nature of advising/mentoring: academic coach, tutor mentor, thesis advisor, training grant
- Type of individuals mentored
- Number for each type
- Outcomes

**Advising and Mentoring: Education****Paul J. McDermott, Ph.D**

<b>Year(s)</b>	<b>Nature of Mentoring/ Advising</b>	<b>Type of Individual(s) Mentored</b>	<b>Number of Mentees/Year</b>	<b>Selected Outcome Highlights from this Mentoring/ Advising Activity</b>
2014-Present	Academic coach	Individual medical students on academic probation	1 to 2	Successfully completed first year of curriculum and removed from probation
2019-Present	Academic team coach	Medical students	14	Helped students to navigate medical school monitor and helped them progress through preclerkship phase
2018-Present	Principal investigator:NIH R25 Short term training grant: Research Education Program for Minority Medical Students	Medical students	5 to 10	Enhanced participation of underrepresented in medicine (URM) students in research
2019-Present	Peer Observation of Teaching	Faculty	5	Improved teaching effectiveness of teachers as determined by student evaluations

<b>Trainee Last Name</b>	<b>Trainee First Name</b>	<b>Training Period</b>	<b>Training Type</b>	<b>Prior Education</b>	<b>Title of Project</b>
Ivester	Charles T.	1990-1996	MD/PhD Student	BS, Presbyterian College, 1990	Regulation of protein synthesis by contraction in adult cardiocytes
Makhlouf	Antoine A.	1993-2000	MD/PhD Student	BS, American Univ of Beirut, 1993	Regulation of eukaryotic initiation factor 4E expression in cardiocytes
Tuxworth	William J.	1996-2002	PhD Student	BS, College of Charleston, 1990	Regulation of eIF4F activity in adult cardiocytes
Rao	Vijay U.	1996-2005	MD/PhD Student	BA, DePauw Univ, 1996	Regulation of the cardiocyte growth response by the nPKC isoform, PKC- <i>epsilon</i>
Spruill	Laura S.	1999-2008	MD/PhD Student	BS, SUNY at Geneseo, 1999	Role of mRNA secondary structure in translational regulation in cardiac hypertrophy
Cunningham	Kathryn	2009-2013	PhD Student	MBS, Univ of Iowa, 2009	Role of ERR isoforms in regulating metabolic adaptation of cardiomyocytes to hypoxic conditions
Wada	Hisayasu	2004-2006	Research Fellow	MD, PHD, Gifu Univ, Japan	Role of eIF-4E in regulation cardiac protein synthesis
Johnson	Thomas B.	1995	Fellowship in Pediatric Cardiology	MD, Univ of Maryland, 1985	Contractile regulation of protein synthesis in cardiomyocytes
Bubolz	Beth A.	1996	Fellowship in Pediatric Cardiology	MD, Univ of Texas, Houston, 1989	Contractile regulation of cardiomyocyte growth
Saghir	Atif N.	1998-2000	Postdoctoral Fellow	PhD, Univ of Birmingham (England), 1997	Translational control of cardiocyte protein synthesis by eIF4F

# Educational Leadership and Administration

- Type of leadership or administrative position
- Title of department, course, committee, program, etc.
- Title or role
- Level: departmental, institutional, national, international
- Year(s)

## Educational Leadership and Administration

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Type of Leadership or Administration	Title of Department, Course/Program or Educational Committee	Title or Role	Level of Department, Course/Program, or Educational Committee	Year(s)
Course Leadership	Year 1 Fall Curriculum Committee, College of Medicine, Medical University of South Carolina	Member	Institutional	2001-2008
Educational Committee	Course Evaluation Subcommittee, College of Medicine, Medical University of South Carolina	Member	Institutional	2006-2009
Educational Committee	Graduate Curriculum Committee, College of Graduate Studies, Medical University of South Carolina	Member	Institutional	2001-2011
Educational Leadership	Year 1 Curriculum Planning & Evaluation Committee, College of Medicine, Medical University of South Carolina	Chair	Institutional	2010-2018
Educational Committee	Education, Diversity, Admissions & Student Affairs Council (EDAS), College of Medicine, Medical University of South Carolina	Member	Institutional	2010-Present
Associate Dean	College of Medicine, Medical University of South Carolina	Associate Dean for Faculty Affairs and Development	Institutional	2011-Present
Educational Committee	Undergraduate Curriculum Committee, College of Medicine, Medical University of South Carolina	Member	Institutional	2011-Present
Program Leadership	Academy of Medical Educators, College of Medicine, Medical University of South Carolina	Director	Institutional	2012-Present
Educational Leadership	Prederkship Planning & Evaluation Committee, College of Medicine, Medical University of South Carolina	Co-Chair	Institutional	2018-Present

# Curriculum and/or Assessment Development

- Curriculum or assessment tool
- Class or group size
- Types of Learners
- Site(s) of implementation and date(s)
- Role in development

## Curriculum and/or Assessment Development

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Curriculum/Assessment Tool	Class/Group Size	Type of Learners	Date of Implementation	Site of Implementation	Level of Outreach	Role in Development
Year 1 Integrated Medical Curriculum	180	Medical students	2009	MUSC	Institutional	Curriculum Planning and Evaluation Committee
Computer-based Learning: Prezi Histology Modules	180	Medical Students	2014	MUSC	Institutional	Supervised development and implementation of modules created by medical students
Grading rubric for writing assignments	180	Medical Students	2016	MUSC	Institutional	Designer
Interactive Learning Modules: Cell Biology and Histology Application Exercises	180	Medical Students	2020	MUSC	Institutional	Designer

# Educational Research and Scholarship

- **Publications**
- **Abstracts**
- \* **Presentations**
- **Book chapters**

# Appendix: Other Materials

- Evidence of Teaching Effectiveness
- Student Evaluations
- Teaching Awards
- Professional Development: teaching workshops, education conferences, teaching courses
- Sample of syllabus materials
- Sample assignments and assessments

# Questions?

