

**OUHSC Educational Grand Rounds
May 20, 2005**

Creating an Educator's Portfolio

Valerie N. Williams, Ph.D.
Colleges of Medicine and Public Health

A SAMPLE

TEACHING PORTFOLIO

*Used with permission from
Sonia J. Crandall, Ph.D., M.S.*

Teaching Portfolio
Wake Forest University School of Medicine

Sonia J. S. Crandall, Ph.D., M.S.
Associate Professor
Department of Family and Community Medicine

RECURRENT TEACHING RESPONSIBILITIES – INTRAMURAL

Medical Students

Traditional Curriculum (Includes contact and preparation time, and mid-final evaluation time)

1995-1996 - Tutor - academic year commitment

Medicine As A Profession (First Year Students)	30 hours
Doctor-Patient Relationship	50 hours
Third Year Family Medicine Clerkship	30 hours
Video Tape Review of Student-Patient Interviews	

1996-1997 - Tutor - academic year commitment

Medicine As A Profession (First Year Students)	30 hours
Doctor-Patient Relationship (First Year Students)	50 hours
Doctor-Patient Relationship (Second Year Students)	10 hours
Third Year Family Medicine Clerkship	30 hours
Tutorial on Managed Care	

1997-1998 - Tutor - academic year commitment

Medicine As A Profession (Second Year Students)	20 hours
Doctor-Patient Relationship (First Year Students)	50 hours
Doctor-Patient Relationship (Second Year Students)	15 hours

1998-1999 - Tutor - academic year commitment

Doctor-Patient Relationship (Second Year Students)	6 hours
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Student Evaluation

OSCE Evaluator - "Sexual History" Station		
May 3, 1995	2 sessions	4 hours
March 20, 1996	1 session	2 hours
March 17, 1999	1 session	2 hours

Parallel (Problem-based) Curriculum (hours include student contact time, mid and final evaluations) The PC was phased out and integrated into the new curriculum: "Prescription for Excellence" – implemented academic year 1998-99

1994-1995	Tutor - Phase VII	60 hours
1995-1996	Tutor - Phase V	60 hours
	Tutor - Phase VII	60 hours
1996-1997	Tutor - Phase II	70 hours
1998-1999	Tutor - Phase V	60 hours
	Tutor - Phase VI (second 5 weeks only)	30 hours
	Tutor - Phase VII	60 hours

Student Evaluation

Spring 1995	Evaluator - History of Medicine Presentations	8 hours
	Evaluator - History of Medicine Research Papers	4 hours
Spring 1996	IPA* Evaluator - First Year Students	5 hours
	Evaluator - History of Medicine Presentations	4 hours
Fall 1996	IPA Evaluator - First Year Students	4.5 hours
Winter 1997	IPA Evaluator - Second Year Students	4.5 hours
	Evaluator - History of Medicine Presentations	4 hours
Spring 1998	IPA Evaluator - Second Year Students	4.5 hours
Spring 1999	IPA Evaluator - Second Year Students	4.5 hours
	Evaluator - History of Medicine Presentations	4 hours

*IPA=Individual Performance Assessment for the problem-based curriculum

Circuit Rider for the Intensive Community Experience (preceptor site visit and student assessment)

Spring 1997	2 students in Boone, NC	16 hours
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Prescription for Excellence - Academic Year 1999-2000 (contact time only)

Tutoring Monday & Friday PBL Sessions – Basic & Clinical Science Problems

Phase II-B – 2nd year

September 7, 1999-November 12, 1999	(10 weeks)	40 hours
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Tutoring Monday & Friday PBL Sessions – Basic & Clinical Science Problems

Phase I-B – 1st year

November 15, 1999-February 19, 2000	(12 weeks)	44 hours
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Tutoring Monday & Friday PBL Sessions – Basic & Clinical Science Problems

Phase II-C – 2nd year

November 22, 1999-February 25, 2000	(11 weeks)	40 hours
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Tutoring Monday & Friday PBL Sessions – Basic & Clinical Science Problems

Phase II-A – 1st year

March 13, 2000-May 12, 2000	(9 weeks)	36 hours
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Doctor-Patient Relationship Course

1st year students

24 hours

August 17, 1999-February 8, 2000

December 15, 1999 – SPA* Evaluator

2nd Year Students

3 hours

May 18, 2000 – SPA Evaluator

1st Year Students

3 hours

*SPA=Standardized Performance Assessment

Grading of Summer Community Practice Experience Projects

45-50 hours

Every 1st year student was required to complete a service-learning, community project during the 4-week summer component of CPE. Drs. Penny Sharp and Sonia

Crandall each graded half of the projects (50-55 depending on the size of the class).

Student reports averaged 15-20 pages in length. Many students submitted PowerPoint presentations, brochures, workbooks, and other visual media along with the written reports. Each project required 45-60 minutes to evaluate.

May 26, 2000—Family Medicine Clerkship <i>Jane Deer</i> Session	3 hours
<p>This problem-based session occurred during the ambulatory block; 40 students participated. Students met in small groups of 8 with one facilitator. The case is a single mother who has several real problems to solve. These problems come in the form of letters from various agencies and the school. Her daughter needs immunizations or cannot attend school, her son is in trouble at school, the refrigerator died while she was at work and the food is spoiled, the phone has been cut off, she has been put on probation at work for tardiness (she has no car and relies on the city bus), she is getting evicted from her home, the neighbors have complained to the authorities that the children are at home alone after school, and her elderly diabetic mother is being “dropped off” by her sister to come to live with her (it’s Jane’s turn to care for the mother). The 3rd year students read Jane’s mail aloud. First students must prioritize Jane’s problems, and then they visit several community organizations and gather resources for Jane (students are given bus fare to ride the bus to these organizations). After they return, students and facilitators meet in a large group to debrief the experience. (See Instructional Materials)</p>	
<p><i>Prescription for Excellence - Academic Year 2000-2001</i> (contact time only) <i>Tutoring Monday & Friday PBL Sessions – Basic & Clinical Science Problems</i> Phase I-A – 1st year</p>	
August 7, 2000-September 11, 2000	(6 weeks) 24 hours
<p><i>Tutoring Monday & Friday PBL Sessions – Basic & Clinical Science Problems</i> Phase II-C – 2nd year</p>	
November 20, 2000-February 23, 2001	(11 weeks) 84 hours
(I tutored 2 groups – 8:00-10:00 and 10:00-12:00)	
<p>Medicine As A Profession Course – 1st and 2nd year Phase I-B and II-C</p>	
	(7 weeks) 14 hours
(In December 2000, I was asked to become co-director of MAAP. I attended all lectures after becoming co-director.)	
<p>Culture and Diversity Elective Course – Phase II-A through Phase II-C</p>	
March 15, 2000-February 14, 2001	(20 weeks) 40 hours
(This course was funded by AMSA-PRIME. Dr. Crandall, PI on the grant, designed and directed this course. Twelve second year students participated.)	
May 2001 – Reviewer for the R. W. Prichard History of Medicine Award	5.5 hours
This award is given to medical students for writing an outstanding history of medicine paper.	
Grading of Summer Community Practice Experience Projects	45-50 hours
February 23, 2001—Family Medicine Clerkship <i>Jane Deer</i> Session	3 hours
June 15, 2001—Family Medicine Clerkship <i>Jane Deer</i> Session	3 hours
May 18, 2001 – SPA Evaluator – 1 st Year Students	2 hours

<i>Prescription for Excellence - Academic Year 2001-2002</i> (contact time only)		
Medicine As A Profession Course Prematriculation Lecture With Dr. Mary Beth Fasano		1 hour
Medicine As A Profession Course		
Phase I-A – 1 st year – Small Group Tutor August 6, 2001 – November 2, 2001 (As course co-director I attended all lectures)	(12 weeks – 6 small groups)	7.5 hours 8 hours
Medicine As A Profession Course		
Phase I-B – 1 st year – Small Group Tutor November 12, 2001 – February 22, 2002 (As course co-director I attended all lectures)	(11 weeks – 5 small groups)	6.25 hours 8 hours
Medicine As A Profession Course		
Phase II-B – 2 nd year September 10, 2001 – November 9, 2001 (As course co-director I attended all lectures)	(9 weeks)	7 hours 8 hours
Medicine As A Profession Course		
Phase II-C – 2 nd year November 19, 2001 – March 1, 2002 (As course co-director I attended all lectures)	(12 weeks)	7.5 hours 8 hours
October 1, 2001—Family Medicine Clerkship <i>Jane Deer</i> Session		3 hours
February 22, 2002—Family Medicine Clerkship <i>Jane Deer</i> Session		3 hours
Grading of Summer Community Practice Experience Projects		45-50 hours
December 20, 2001 – SPA Evaluator	2 nd Year Students	2 hours
<i>Prescription for Excellence - Academic Year 2002-2003</i> (contact time only)		
Medicine As A Profession Course Prematriculation Lecture With Dr. Mary Beth Fasano		1 hour
<i>Tutoring Monday & Friday PBL Sessions – Basic & Clinical Science Problems</i>		
Phase I-A – 1 st year August 5, 2002-October 25, 2002	(12 weeks)	48 hours
Medicine As A Profession Course		
Phase I-A – 1 st year – Small Group Tutor August 5, 2002 – November 1, 2002 (As course co-director I attended all lectures)	(12 weeks – 6 small groups)	7.5 hours 8 hours
Developed (in collaboration with Dr. George Nowacek) New MAAP lecture and small group session for 1 st year students “Introduction to Professionalism”		3 hours

Medicine As A Profession Course Phase I-B – 1 st year – Small Group Tutor November 12, 2002 – February 22, 2003 (As course co-director I attended all lectures)	(12 weeks – 4 small groups)	5 hours 8 hours
May 28, 2003 – SPA Evaluator	1 st Year Students	3 hours
November 1, 2002—Family Medicine Clerkship <i>Jane Deer</i> Session		3 hours
Grading of Summer Community Practice Experience Projects Due to Dr. Sharp’s retirement in October 2002, Dr. Crandall graded all of the CPE projects. Prior to this year, all students were required to complete a CPE project. This year, students participating in a summer research program were not required to complete a CPE project, which reduced the number to 75.		50-60 hours
<i>Prescription for Excellence - Academic Year 2003-2004</i> (contact time only)		
Medicine As A Profession Course Prematriculation Lecture With Dr. Mary Beth Fasano		1 hour
Medicine As A Profession Course Phase I-A – 1 st year – Small Group Tutor August 4, 2003 – October 24, 2003 (As course co-director I attended all lectures)	(I tutored 2 groups) (12 weeks – 6 small groups)	15 hours 8 hours
Medicine As A Profession Course Phase I-B – 1 st year – Small Group Tutor November 10, 2003 – February 13, 2004	(I tutored 2 groups) (12 weeks – 3 small groups)	7.5 hours
Medicine As A Profession Course Phase II-B and II-C – 2 nd year August 25, 2003 – February 20, 2004 Read Students’ (n=104) Required Self-Directed Learning Projects, which was a new educational component to MAAP (described on page 30)		60 hours
Developed (in collaboration with Drs. Shelley Crisp and Kerry Gilliland) New MAAP lecture and small group session for 2 nd year students “Coping with Making Mistakes”		3 hours
May 13 & 14, 2004 – SPA Evaluator	1 st Year Students	5.4 hours
<i>Prescription for Excellence – Academic Year 2004-2005</i> (contact time only) Accepted into Charter Group of the Core Teaching Faculty (see Letters of Commendation)		
Medicine As A Profession Course Prematriculation Lecture With Dr. Richard Lord		1 hour
<i>Tutoring Monday & Friday PBL Sessions – Basic & Clinical Science Problems</i> Phase I-A – 1 st year August 8, 2004-October 22, 2004	(12 weeks)	48 hours

Medicine As A Profession Course Phase I-A – 1 st year – Small Group Tutor August 8, 2004-October 22, 2004	(12 weeks – 6 small groups)	7.5 hours
<i>Tutoring Monday & Friday PBL Sessions – Basic & Clinical Science Problems</i> Phase I-B – 1 st year November 8, 2004-February 11, 2005	(12 weeks)	48 hours
Medicine As A Profession Course Phase I-B – 1 st year – Small Group Tutor November 8, 2004 – February 11, 2005	(12 weeks – 5 small groups)	6.25 hours

Graduate Education (Residents)

Academic Years 1997-2001

Practice Management Rotation – Informatics in Family Practice 20 hours

Academic Years 2000-2004

June Intern Orientation – Self Assessment & Professional Growth
(Personality using the Myers-Briggs Type Indicator) 2 hours

Teaching Residents to Teach Program (Co-lead with Dr. Randy Clinch) 4 hours
(This program was implemented in Academic Year 2004-2005 and is comprised of two sessions:
1) Giving Feedback That Matters (August), and 2) Assessing Learners in the Clinic (October)

Graduate Education (Master's and Doctoral Candidates)

Lecture: August 9, 2004 2 hours

Introduction to Mentors: How to Make the Shoe Fit
Fundamentals of Scientific Integrity – Course for beginning graduate students
Course Director, Nancy Jones, PhD
(co-organized and presented by Dr. Crandall and Dr. Mary Lou Voytko)

Thesis and Examination Committees—WFUSM

(Note that doctoral student advising and mentoring is documented under Extramural Mentoring/Advising, which begins on page 12)

Wake Forest University School of Medicine - Physician Assistant Program
Advisor for Master's Project

Joshua Smith – Class of 2004

William Rigsbee – Class of 2005

Continuing Education/Faculty Development - Internal

(*Indicates workshops organized and presented by Dr. Crandall. Other workshops were organized and scheduled by Dr. Crandall)

Workshops for Faculty - 1994-1995 (Dr. Crandall joined the department in December 1994. She conducted a comprehensive needs assessment with the faculty before planning a faculty development program.)

May	Visiting Professors-Dave Davis, M.D. & Robert Fox, Ed.D. (Educating Reflective Practitioners)	8 hours
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Workshops for Faculty - 1995-1996

August	Putting Together the Teaching Portfolio	1.5 hours
September	Putting Together the Teaching Portfolio	1.5 hours
October	Personality & Temperament Part I *	1.5 hours
January	Personality & Temperament Part II *	1.5 hours
February	Stuart Cohen - Outcomes Research	1.5 hours
March	Precepting in the Family Practice Center *	2.0 hours
April	Evaluating Managed Care Contracts Visiting Professor-Chris Ramsey, Jr., M.D.	1.5 hours
May	Learning Styles Part I	1.5 hours

Workshops for Faculty - 1996-1997

August	Learning Styles Part II *	1.5 hours
September	Evaluating Students in the Clinic * (with Dr. Morell)	1.5 hours
October	Writing for Academic Physicians Visiting Professor-Joe Moxley, Ph.D.	3.5 hours
January	Conflict Management *	1.5 hours
March	Time Management	1.5 hours

Workshops/Seminars for Faculty – 1999-2000 (There were no formal workshops in Academic Years 1997/98 & 1998/99. The department was in the midst of searching for a chair and a formal faculty development program was put on hold.)

November	Common Ground Interviewing Visiting Professor-Forrest Lang, M.D.	1.5 hours
April	Relationship Center Care Who's minding the practice? How you know when you're on the right track? Reaching Common Ground in the Patient-Physician Relationship Sessions presented by Visiting Professor-Ronald Epstein, M.D.	2 hours 1 hour 2 hours

Workshops/Seminars for Faculty – 2000-2001

September	HIV/AIDS Programs in Sub-Sahara Africa Cultural Contrasts and Conflicts Visiting Professor-Evelyn Isaacs, Ed.D., WHO/AFRO	1 hour
January	Sign With Your Baby™ Visiting Professor-Joseph Garcia, Ed.D.	1 hour
January	Relationship-Centered Care What Is It – Should We Be Doing It? Focus Group led by Visiting Professor-Dael Waxman, M.D.	2 hours

January	Unrelenting Somatic Symptoms: Unrelenting Questions Visiting Professor-Ron Epstein, M.D.	1 hour
April	Here's the Evidence [Enhancing Patient-Center Communication] Visiting Professor-Mack Lipkin, Jr., M.D.	1 hour
Workshops/Seminars for Faculty – 2001-2002		
August	Reaching Common Ground in the Medical Interview: Faculty Development Workshop Visiting Professors: Drs. Lang, McCord, Floyd, Buyck, and Waxman	3.5 hours
February	Mistakes: Yours, Mine, and Ours Visiting Professor-Ruth Hart, M.D.	2 hours
Workshops/Seminars for Faculty – 2002-2003		
August	Dr. Forrest Lang led a workshop to train trainers in the area of assessing core communication skills using the validated <i>Common Ground</i> rating form.	8 hours
Workshops/Seminars for Faculty – 2003-2004		
August	Assessing Professional Competence: A Roadmap Visiting Professor-Ron Epstein, M.D. (this session was open to all WFUSM faculty)	2 hours
October	Dr. Forrest Lang led 2 workshops to train trainers in the area of assessing core communication skills using the validated <i>Common Ground</i> rating form. Family Medicine, General Internal Medicine, and Pediatric Clerkship assessments will use this form.	8 hours
February	Presenting Yourself – The Educator's Portfolio*	1 hour
March	Dr. Forrest Lang led 2 workshops to train trainers in the area of assessing core communication skills using the validated <i>Common Ground</i> rating form.	8 hours
Workshop/Seminars for Faculty – Plan for 2004-2005 (In March/April 2004 Dr. Crandall conducted another needs assessment. The top ten topics selected by the faculty will be presented during 2004-2005. Dr. Crandall will organize all topics. *Indicates sessions presented by Dr. Crandall.)		
August	Dr. Forrest Lang led 2 workshops to train trainers in the area of assessing core communication skills using the validated <i>Common Ground</i> rating form.	8 hours
September	Communication Dynamics – The Negotiation Dance* organized and presented with Valerie Williams, Ph.D., Associate Dean for Faculty Affairs at the University of Oklahoma Health Sciences Center (OUHSC)	3 hours

	Time Resource Management – Your Time is Only Yours if You Protect It* organized and presented with Valerie Williams, Ph.D., Associate Dean for Faculty Affairs at OUHSC	1 ½ hours
October	Developing Your Individual Faculty Development Plan (Introduction session followed-up with one-on-one consultation)*	1 ½ hours
November	Guidelines for Evaluation of Faculty for Promotion*	1 ½ hours
January	Meeting the Challenge of Disruptive Change*	1 ½ hours
February	Managing the Piles of Paper*	1 ½ hours
March	The Real Reason People Don't Change: Questioning the Big Assumption*	1 ½ hours
April	Mentoring and Protégé Relationships*	1 ½ hours
May	Forces for Change in the Health Care Environment (“We’re in a Spot of Bother”)*	1 ½ hours
June	The Elephant in the Room – Coping with Making Mistakes*	1 ½ hours

Continuing Medical Education - Workshops for Community Preceptors

Essentials of Conducting Feedback (two workshops given) * 6 hours

(March 16, 1996 and April 12, 1996 with Drs. Venita Morell & Boyd Richards)

Essentials of Precepting (November 23, 1996)* 4 hours

Presented at the winter meeting of the North Carolina Academy of Family Practice (with Dr. Morell & Predoctoral Education directors from UNC-CH, Duke, & ECU)

Shifting Gears (December 3, 1999)* 4 hours

Presented at the winter meeting of the North Carolina Academy of Family Practice (with Dr. Morell & Predoctoral Education directors from UNC-CH, Duke, & ECU)

Teaching Medical Students Who Have “Been There, Know That” - But They Don't...Quite* (December 1, 2000) 4 hours

Presented at the winter meeting of the North Carolina Academy of Family Practice (with Dr. Morell & Predoctoral Education directors from UNC-CH, Duke, & ECU)

Setting Expectations (November 30, 2001)* 4 hours

Presented at the winter meeting of the North Carolina Academy of Family Practice

(with Drs. Morell & Knusdon, & Predoctoral Education directors from UNC-CH, Duke, & ECU)

Committees and Administration related to Medical Education

- Director, Faculty Development, Department of Family and Community Medicine
 - ◇ Dr. Crandall has provided at least 2 faculty development activities per year. She provides one-on-one consultation to junior faculty (within and outside of Family and Community Medicine) regarding preparation of a teaching portfolio and personal philosophy of teaching
- Grants Administration and Project Management: (For details see CV)
 - ◇ Department Grant – Health Resources and Services Administration (HRSA), Division of Medicine (one objective supported undergraduate medical education 1994-1997); Dr. Crandall managed the grant and was fiscally responsible for the yearly budget.
 - ◇ Predoctoral Education Grants - HRSA, Division of Medicine (1996-2002)
These two grants provided the framework for the current Phase 1 & 2 Community Practice Experience (CPE); grants were co-authored with Dr. Venita Morell; Dr. Crandall designed the evaluation plans.
 - ◇ American Academy of Family Physicians Foundation Grant (physician communication 1996-97); Dr. Crandall managed the grant and was fiscally responsible for the budget.
 - ◇ The Mary Reynolds Babcock Fund for Ethics and Leadership Grant (residency education 1996-99); grant was co-authored with Dr. Frank Celestino
 - ◇ Project Director (PI), Predoctoral Education Grant – HRSA, Division of Medicine (2003-2006); grant was co-authored with Dr. Gail Marion (Co-PI). Goals of the grant are to develop a culturally relevant and appropriate focused, observed patient assessment for the Family and Community Medicine clerkship (implemented in April 2004), the General Internal Medicine clerkship (implemented in April 2004), and the Pediatrics clerkship (to be designed and implemented in April 2005) – as part of this grant, the faculty are being trained to reliably assess core communication skills of medical students. The PA faculty is also participating in this training program.
- Co-Director of Medicine As A Profession (2 year course) – December 2000 to present
- Chair – Cultural Competency Theme Team for Prescription for Excellence curriculum (appointed February 2001. Convening of the Theme Team was a direct result of the successful PRIME project funded by a grant from the American Medical Student Association, Dr. Crandall, PI) – the CCTT is tasked with the responsibility of integrating cultural competency experiences throughout the 4-year curriculum.

CCTT Achievements to date include—the CCTT facilitated the:

- ◇ development of new MAAP lectures on Health Disparities (2002) and Complementary and Integrative Medicine (2002)—sessions developed by Drs. Sharon Jackson and Kathi Kemper
- ◇ development of a new session on cross-cultural communication in the Doctor-Patient Relationship course (2002)—session developed by Dr. Peter Lichstein
- ◇ revision of Phase I PBL cases to include culturally relevant patient information and task question (2002, 2003)— cases revised by Drs. Eldridge and Smith

Wake Forest University School of Medicine Committees:

- Longitudinal Evaluation Committee (1995-1997, committee was disbanded after longitudinal evaluation system was designed; committee met about six times per year – 12 hours)
- Unit B Parallel Curriculum Committee (1996-1998, committee typically met monthly but it met once during the final year of the Parallel Curriculum – 2 hours)
- Curriculum for 2002 Phase III Steering Committee – Chair, Faculty Development

- Subcommittee (1997-1998, 18 hours) Curriculum now titled: *Prescription for Excellence: A Physician's Pathway to Lifelong Learning*
- Undergraduate Medical Education Committee (Ex-officio, July, 1997-present, committee meets ~6 times per year – 6 hours)
 - LCME Self-Study Task Force, Chair Objectives Subcommittee (October 1999-March 2001)
LCME Site Visit – March 6-8, 2001
 - Program Evaluation Subcommittee (appointed October 2000)
 - Member of Phase I and Phase II curriculum committees
 - Member of the Security Committee (1998-present)
 - Member of the Faculty Career Development Standing Committee (2004)
 - Member Women Junior Faculty Mentoring Program Committee (2003-present)

Interviewing medical school applicants 1995-1999 25 hours

Department Committees:

- Faculty Development Advisory Committee - Chair
- Predoctoral Education Committee
- Residency Curriculum Committee
- Community Practice Experience Committee
- Promotion and Tenure Committee

University of Oklahoma College of Medicine Committees:

- Medical School Admissions Committee 1992-1994

Mentoring/Advising—WFUSM

I mentor junior faculty in my department as requested. I observe faculty precepting residents and teaching in other venues (third year clerkship, resident conferences). My role as Director of Faculty Development includes one-on-one mentoring/advising as requested by the faculty. Previous projects: 1) Improving the precepting of residents in the Family Practice Clinic. This project originated via a request from the family practice residents and residency program director. 2) Revising/improving the Human Behavior rotation in collaboration with the HBR faculty and residency program director. This request came from the HBR faculty coordinator. 3) Implementing a “Residents as Teachers” program. Dr. Crandall initiated this effort.

- I advised Gail Marion, PA, Ph.D. on a formal basis because I was a member of her dissertation committee.

RECURRENT TEACHING RESPONSIBILITIES AND STUDENT ADVISING – EXTRAMURAL

Graduate Education (Master’s and Doctoral Candidates)

Courses Taught at Doctoral Level (hours reported are contact hours only)

Nova Southeastern University – Programs For Higher Education National Faculty 20 hours

Summer Institute - July 21-July 26, 2002, Tucson, Arizona

Course Title: Preparing And Developing Staff In The Health Care Professions

Nova Southeastern University – Programs For Higher Education National Faculty 20 hours

Summer Institute - July 23-July 29, 2000, Tucson, Arizona

Course Title: Preparing And Developing Staff In The Health Care Professions

Nova Southeastern University – Programs For Higher Education National Faculty 20 hours
Summer Institute - July 25-July 31, 1999, Fort Lauderdale, Florida

Course Title: Preparing And Developing Staff In The Health Care Professions

Nova Southeastern University – Programs For Higher Education National Faculty 20 hours
Summer Institute - July 26-August 1, 1998, Tucson, Arizona
Course Title: Preparing And Developing Staff In The Health Professions Of The Future: A Changing Educational Paradigm

Nova Southeastern University – Programs For Higher Education National Faculty 20 hours
Summer Institute - July 26-August 2, 1997, Fort Lauderdale, Florida
Course Title: Preparing And Developing Staff In The Health Professions Of The Future: A Changing Educational Paradigm

University of Oklahoma Advanced Programs, Graduate Degree Program 28 hours
March 11-March 16, 1997, Allied Forces, Central Europe (AFCENT)
Military Installation in Heerlen, The Netherlands
Course Title: Instructional Strategies in Higher Education

Nova Southeastern University – Programs For Higher Education National Faculty 20 hours
Summer Institute - July 27-August 3, 1996, Tucson, Arizona
Course Title: Preparing And Developing Staff In The Health Professions Of The Future: A Changing Educational Paradigm

Nova Southeastern University – Programs For Higher Education National Faculty 20 hours
Summer Institute - July 23-July 29, 1995, Fort Lauderdale, Florida

Course Title: Preparing And Developing Staff In The Health Professions of the Future: A Changing Educational Paradigm

Letters from graduate students (See Student Assessment)

Thesis and Examination Committees

Doctoral Candidates – Graduate Advisor and Chair of Dissertation Committees

Nova Southeastern University, Fort Lauderdale, Florida
Programs for Higher Education, now Department of Higher Education Leadership.
NSU/DHEL is a well known international doctoral granting distance education program (over 30 years old). Dr. Crandall **was the graduate advisor and primary mentor for the students and chaired** the following doctoral dissertation committees for students enrolled in the Health Care Specialization.

Susan Henderson, Ed.D. (Nursing) – New Hampshire Community Technical College,
Claremont, New Hampshire
Development and Plan for Implementation and Evaluation of an Open Entry-Open Exit
Nursing Assistant Program at New Hampshire Community-Technical College – **Defended**

1997

Kay Maize, Ed.D. (Nursing) – Bryan Memorial Hospital School of Nursing, Lincoln, Nebraska
Development of a Baccalaureate Nursing Curriculum for Bryan Memorial Hospital School of Nursing - **Defended 1997**

Evelyn Isaacs, Ed.D. (HIV/AIDS Program Coordinator) – World Health Organization- Africa
Development and Institutionalization of Strategies for Systematic Structured Continuous Training of Health Workers In Ghana – **Defended 1997**

Kim Metcalf, Ed.D. (Radiologic Science) – S t. Joseph’s College, Standish, Maine
Development of a Distance Education Model of a Graduate Certificate Program in Radiologic Science for Saint Joseph’s College – **Defended 2001**

Jacqueline Patterson-Johnson, Ed.D. (Nursing) – State University of New York Health Science Center at Brooklyn College of Nursing
Development of a Continuing Education Program In Case Management for Registered Nurses with A Plan for Implementation and Evaluation – **Defended 2001**

Virginia Syperda, D.O., Ed.D. (Medicine) – The Emerald Medical Group, Sarasota, Florida
The Development And Evaluation of A Handbook For Medical Students Presenting For A Clinical Rotation In Primary Care With The Emerald Medical Group of Sarasota – **Defended 2001**

Margaret Woods, Ed.D. (Social Work) – VA New Jersey Health Care System
Development of a Strategic Plan for Creation of a Leadership Program for VA New Jersey Health Care System with Plans for Implementation and Evaluation – **Defended 2001**

Mary Blackinton, Ed.D. (Physical Therapy) – Nova Southeastern University
Predicting Success: An Evaluation of How Pre-Admission and Matriculation Variables Relate To Performance on the Physical Therapy Licensing Examination – **Defended 2001**

Patricia Padjen, Ed.D. (Nursing) – University Of Wisconsin
Comprehensive Evaluation of the Specialty Cluster Nursing Program at the University of Wisconsin Hospital and Clinics – **Defended 2001**

Karen Karlowicz, Ed.D. (Nursing) – Old Dominion University
Correlation of Baccalaureate Nursing Students’ Portfolio Evaluation Scores with Measures of Academic Performance – **Defended 2002**

James Mbachiantim, Ed.D. (Hospital Administration) – Brooklyn, New York
Development, Implementation, and Evaluation of an HIV and AIDS Knowledge and Peer Education Program for African American and Caribbean American Women – **Defended 2003**

Denise DiGianflippo, Ed.D. (Nursing) – Glendale Community College
Development of a Project Plan for Transformation of Experiential Learning into Service Learning at Glendale Community College – **Defended 2003**

Selena Yearwood, Ed.D. (Nursing) – Hawaii Pacific University
Developing a Core Curriculum for Legal Nurse Consultants
With a Plan for Implementation and Evaluation– **Defended 2003**

W. Joseph Garcia, Ed.D (Silent Environment Education Kamp – SEEK) – Bellingham, Washington
Development of a Program Intended to Improve Access to Institutional and Individual Healthcare Services for Deaf People and Persons Experiencing Hearing Loss at St. Joseph’s Hospital – **Defended 2004**

Currently serving as Chair/Graduate Advisor of the following Dissertation committees

Nova Southeastern University Department of Higher Education Leadership
Fort Lauderdale, Florida

Virginia Dumas – Glendale Community College (Nursing)

Louise Strayer – University of Arizona (Nursing)
Gwen Eddleman – President and CEO – Southside Community Hospital, Virginia
David Becker – Roxbury Community College (Nursing)
Elizabeth Donahue – Endicott College (Athletic Training)
Joyce D’Andrea – Lethbridge Community College (Nursing)

Doctoral Candidates – Committee Member

University of North Carolina - Greensboro, North Carolina - College of Education

Gail Marion, PA, Ph.D.

Department of Family & Community Medicine, Wake Forest University School of Medicine
- Healing Practice – **Defended 1997**

University of Oklahoma - Norman, Oklahoma - College of Education, College of Arts &
Sciences

Mallory Harvey, Ph.D.

Private Consultant, Norman, Oklahoma - A Retrospective Look at Change and Learning
in Geriatrics/Gerontology – **Defended 1992**

Richard Fisher, Ph.D.

Indian Health Service, Shawnee, Oklahoma - Innovations in Pharmacy: Historical
Research into the Indian Health Pharmacy Practice Model – **Defended 1993**

Marilyn Korhonen, Ph.D.

Private Consultant, College Station, Texas – Program Planning Decisions in an External
Degree Program: A Case Study – **Defended 1994**

Athena Smith du Pré, Ph.D.

Southeastern Louisiana University, Hammond, Louisiana - Joking Around in Medical
Settings: Multimethod Analysis of Humor as a Communication Technique – **Defended
1995**

Deborah Cacy, Ph.D.

Department of Family & Preventive Medicine, University of Oklahoma Health Sciences
Center, College of Medicine, Oklahoma City, Oklahoma - The Relationship Between
Students' Perceived Self-Efficacy on Designated Skills and Their Academic Achievement
in a Third-Year Family Medicine Clerkship – **Defended 1997**

Master’s Candidate - Committee Member

University of Oklahoma - Norman, Oklahoma - College of Education, College of Arts & Sciences

James Hall – Defended 1994

Currently serving as a member of the following Dissertation committees

Carol Botwinski – Neonatal Nursing, All Children’s Hospital, St. Petersburg, Florida

Monica Hardy-Johnson – Performance Improvement Specialist, Jacksonville, Florida

Carol Maritz – Physical Therapy, University of the Sciences, Philadelphia, Pennsylvania

Paula McWilliam – Nursing, University of New Hampshire School of Health & Human Services

Cynthia Morris – Nursing, University of New England, Portland, Maine

Anneliese Seals – Nursing, Lamar State College, Port Arthur, Texas

Maureen Johnson – Nursing, Orlando Regional Healthcare, Orlando, Florida

Letters from doctoral advisees (See Student Advising)

Dr. Selena Yearwood
Dr. Denise DiGianflippo
Dr. Karen Karlowicz
Dr. Kim Metcalf
Dr. Patricia Padjen

Dr. Mary Blackinton
Dr. Jackie Patterson Johnson
Dr. Deborah Cacy
Dr. Virginia Syperda

Graduates Courses taught at the University of Oklahoma, Norman Oklahoma

All courses were 16-week courses - 40 contact hours each

Spring 1994	-	EIPT 6043	Qualitative Research Methods
Spring 1993	-	EIPT 6043	Qualitative Research Methods
Fall 1992	-	EDPY 6970	Qualitative Research Methods
Summer 1992	-	EDPY 6970	Qualitative Research Methods
Spring 1992	-	EDPY 6970	Qualitative Research Methods
Spring 1991	-	EDCO 5940	Human Resource Development in the Health Professions
Fall 1990	-	EDCO 5143	Lifelong Learning

LECTURES, ORAL PRESENTATIONS, WORKSHOPS (At educational conferences most presentations are 60-90 minutes in length except where noted.)

*(Refereed presentations at **Regional/National** meetings)*

- April 1987 **Organizer;** co-author with E. Cunliff and T. Heaton (presenter E. Cunliff)
Internalizing Customer Relations Training
Southwest Business Symposium
Edmond, Oklahoma
- November 1988 **Co-organizer;** co-presenter with C. Sullivan and A. West (30 minutes)
Collaborative Interprofessional Continuing Education in the Health Professions: The Oklahoma model
American Association for Adult and Continuing Education Conference
Tulsa, Oklahoma
- April 1989 **Organizer and Presenter**
Poster: A Contemporary Look at Effectiveness of Continuing Medical Education
Adult Education Research Conference
Madison, Wisconsin
- October 1989 **Co-organizer;** co-presenter with P. Schwiebert
Overcoming Problems Encountered During the Early Phases of a Required Third Year Medicine Clerkship
South Central Regional Meeting of The Society of Teachers of Family Medicine
Little Rock, Arkansas
- February 1990 **Co-organizer;** co-presenter with P. Schwiebert and D. Brown
Developing and Tracking Students' Personal Learning Goals During a Required Family Medicine Clerkship
Society of Teachers of Family Medicine Predoctoral Education Conference
San Diego, California
- April 1990 **Presenter;** author
Round Table Discussion: A Qualitative Look at Changes in Physician Performance As An Outcome of Continuing Medical Education (dissertation)
American Educational Research Association Conference (requires full paper)
Boston, Massachusetts
- April 1990 **Organizer and Presenter** (30 minutes)
The Role of Continuing Medical Education in Changing and Learning
2nd Congress on CME/Research in Continuing Medical Education Conference
San Antonio, Texas
- October 1990 **Presenter;** co-author with L. Aagaard
Society's Challenge to Medical Education: Volunteers to Care for the Underserved
American Association for Adult and Continuing Education Conference
Salt Lake City, Utah

(Refereed presentations at Regional/National meetings) continued

- February 1991 **Organizer**; co-presenter with A. Cass and D. Brown
Three Perspectives on the Undergraduate Preceptorship
Society of Teachers of Family Medicine Annual Predoctoral Education Conference
San Antonio, Texas
- December 1991 **Organizer and Presenter** (15 minutes)
Increasing Physician Tolerance to Ambiguity in Patient Care
Mead Johnson Family Medicine Research Forum
Fort Lauderdale, Florida
- April 1992 **Organizer and Presenter** (30 minutes)
From Experience to Expression: Teaching What We Know
3rd Congress on CME—Research in Continuing Medical Education Conference
Birmingham, Alabama
- April 1992 **Organizer and Presenter**; author, co-author with R. Volk (15 minutes)
Will Today's Medical Students--Tomorrow's Physicians--Care for the Medically Underserved?
American Educational Research Association Conference (requires full paper)
San Francisco, California
- April 1992 **Presenter**, co-presenter with M. Mengel and L. Morgan
Teaching the Doctor-Patient Relationship to First-Year Medical Students: The Current State of Affairs
Society of Teachers of Family Medicine Annual Spring Conference
St. Louis, Missouri
- April 1992 **Organizer and Presenter**, co-presenter with D. Cacy and J. Brand
Helping Residents Learn From Experience: The Reflective Teacher-in-Action
Society of Teachers of Family Medicine Annual Spring Conference
St. Louis, Missouri
- October 1992 **Co-Organizer**; (presenter J. Cacy)
Theory Development and Application in Adult Education: An evaluation of the Potential of Expert Systems
Rocky Mountain Educational Research Association Conference
Stillwater, Oklahoma
- November 1992 **Organizer**, co-presenter with D. Cacy
Academic Medicine is Built on the Success of Its Individuals: An Individualized Approach to Faculty Development
Innovations in Medical Education Exhibit
Association of American Medical Colleges Annual Conference
New Orleans, Louisiana

(Refereed presentations at Regional/National meetings) continued

- January 1993 **Co-Organizer**, co-presenter with M. Mengel and L. Morgan
Teaching the Doctor-Patient Relationship to First-Year Medical Students: A Neglected Area of Predoctoral Education?
Society of Teachers of Family Medicine Annual Predoctoral Education Conference
New Orleans, Louisiana
- October 1993 **Organizer and Presenter** (15 minutes)
Where Has All the Idealism gone? Medical Student Cynicism: Displaced or Misplaced?
Annual Oklahoma/Kansas Judgment and Decision Making Group Conference
Norman, Oklahoma
- November 1993 **Co-Organizer**; panel co-presenter with C. Baier, E. Eckenfels, and J. Gotlieb
Community-based Education and Service Strategies in Medical Education: Revitalizing Curricula to Prevent Burnout and Promote Authentic Development Among Medical Students
Association of American Medical Colleges Group on Educational Affairs (GEA) Annual Conference
Washington, DC
- January 1994 **Co-Organizer**; co-presenter with V. Williams
Faculty Leadership Program: Individual Development Plan
Association of American Medical Colleges Faculty Affairs Professional Development Seminar
Scottsdale, Arizona
- January 1994 **Co-organizer**, co-presenter with P. Schwiebert and D. Cacy
Monitoring Teacher-Student Clinical Dialogue in a Decentralized Clerkship Society of Teachers of Family Medicine Annual Predoctoral Education Conference
Tucson, Arizona
- April 1994 **Organizer and Presenter**; 1st author; co-author with R. Volk and D. Cacy (15 minutes)
Poster and Presentation: A Longitudinal Look at Medical Student Attitudes Toward the Medically Indigent (this paper won a research award)
American Educational Research Association Conference (requires full paper)
New Orleans, Louisiana
- April 1994 **Co-author** with M. Lawler (presenter), R. Hamm, S. Pryor, J. Ralls, and P. Rettig
Teens' Perceptions of Risk of Violence in Relationships
Oklahoma/Kansas Judgment and Decision Making Group Conference
Stillwater, Oklahoma
- January 1995 **Organizer and Presenter**; co-presenter with D. Cacy
Using Multiple Design and Evaluation Techniques for a Greater Yield
Alliance for Continuing Medical Education
Phoenix, Arizona

(Refereed presentations at Regional/National meetings) continued

- January 1995 **Organizer and Presenter;** co-presenter with D. Cacy
Writing Pertinent Educational Objectives: Reality or Fantasy
Alliance for Continuing Medical Education
Phoenix, Arizona
- January 1995 **Co-organizer;** co-presenter with P. Schwiebert and D. Cacy
*Development of a Clerkship Oral Examination That Simulates Office-based
Patient Encounters and Assesses Student Skills Conducting These Encounters*
Society of Teachers of Family Medicine Annual Predoctoral Education
Conference
Charleston, South Carolina
- January 1996 **Co-organizer;** co-presenter with P. Moran and K. Bunnell
Relating the Professional Self-Assessment Program to Manage Care
Alliance for Continuing Medical Education
Orlando, Florida
- November 1996 **Co-organizer;** panel co-presenter with K. Busch, D. Cacy and V. Williams
Individualized Faculty Development: A Valid Alternative to Workshops?
Association of American Medical Colleges Annual Conference—Group on
Educational Affairs (GEA)
San Francisco, CA
- February 1997 **Co-organizer;** (presenter V. Morell and P. Andrews, medical student)
A New Way to Create Role-plays for Adult Learners
Society of Teachers of Family Medicine Annual Predoctoral Education
Conference
Orlando, Florida
- March 1997 **Co-author** with L. Cariaga-Lo (presenter), D. Conner, J. Georges and D. Greek
*Developing Attitudes of Social Responsibility in the Professions: The Impact of
Medical Students' Gender and Personality Attributes* (15 minutes)
American Educational Research Association Conference (requires full paper)
Chicago, Illinois (also published in Educational Resources Information Center)
- October/November
1997 **Co-author** with L. Cariaga-Lo (presenter), C. Enarson, D. Zaccaro and B.
Richards
*Who is at Risk in Medical School?: Cognitive and Non-Cognitive Predictors of
Academic Difficulty and Attrition* (15 minutes)
Association of American Medical Colleges Annual Conference—Research in
Medical Education (RIME) (published paper)
Washington, DC
- April 28-May 2,
1999 **Co-organizer;** co-presenter with F. Celestino
Experiential Bioethical Decision-making Curriculum for Residency Education
Society of Teachers of Family Medicine Annual Spring Conference
Seattle, Washington

(Refereed presentations at Regional/National meetings) continued

- October 24-30, 1999 **Co-author;** co-presenter with C. Gunawardena (30 minutes)
Using the Web for Facilitating Problem-based Learning and Case-based Reasoning in the Training of Pre-clinical Medical Students
WebNet World Conference 99 (requires full paper)
Honolulu, Hawaii
- October 12-16, 2000 **Organizer and Presenter**
Teaching and Learning about Cross-Cultural Communication
Association for the Behavioral Sciences and Medical Education Annual Conference
Santa Fe, New Mexico
- October 27, 2000 **Co-organizer** (presenter S. Greer, medical student)
Poster: Spinning the Web of Cross-Cultural Communication
Organization of Student Representatives, Association of American Medical Colleges Annual Conference
Chicago, Illinois
- March 2, 2001 **Co-organizer;** co-presenter with V. Morell
Accessing Community to Enhance Patient Health and Well-Being
Society of Teachers of Family Medicine Conference on Families and Health
Kiawah, South Carolina.
- March 22-24, 2001 **Co-organizer;** co-presenter with A. Blue
Spinning the Web of Cultural Competency for the 21st Century
Southern Group on Educational Affairs Annual Conference
(Association of American Medical Colleges Regional Meeting)
Little Rock, Arkansas
- April 28-May 2, 2001 **Organizer;** co-presenter with V. Morell, B. Latham-Sadler, B., R. Lord
What is Authentic About a Focused, Observed Patient Assessment?
Society of Teachers of Family Medicine Annual Conference
Denver, Colorado
- November 3-4, 2001 **Co-organizer;** co-presenter with A. Blue and P. Thomas
Developing Cultural Competency Curriculum for Medical Education
Accepted for presentation at the 22nd Annual Generalists in Medical Education Conference—Conference cancelled due to poor registration
Washington, DC
- March 14-16, 2002 **Presenter;** co-organizer with G. Nowacek, S. Chauvin and A. Blue (15 minutes)
Life-long Learning and Professionalism in Medical Students
Southern Group on Educational Affairs Annual Conference
(Association of American Medical Colleges Regional Meeting)
Charleston, South Carolina

(Refereed presentations at Regional/National meetings) continued

- April 1-5, 2002 **Presenter;** author; co-author with G. George, G. Marion and S. Davis (15 minutes)
Longitudinal Assessment of a Yearlong Course in Cultural Competency Training for Medical Students
American Educational Research Association Conference (requires full paper)
New Orleans, Louisiana
- November 9-10, 2002 **Co-organizer;** co-presenter with A. Blue and P. Thomas
Developing Cultural Competency Curriculum for Medical Education
23rd Annual Generalists in Medical Education Conference (This conference is held at the same time as the AAMC conference)
San Francisco, California
- November 8-13, 2002 **Organizer;** co-presenter with A. Blue and P. Thomas
Infusing Cultural Competency Curricula: Practical Aspects
Association of American Medical Colleges Annual Conference—Group on Educational Affairs/Group on Student Affairs (GEA/GSA)
San Francisco, California
- November 8-13, 2002 **Organizer and Presenter;** co-author with G. George
Poster: Medical Students' Attitudes Toward Indigent Patients: A Longitudinal Comparison of Problem-Based and Traditional Curriculum Students
Association of American Medical Colleges Annual Conference—Research in Medical Education (RIME) (published abstract)
San Francisco, California
- April 24-26, 2003 **Co-organizer;** co-presenter with G. Nowacek and C. Eldridge (15 minutes)
Model of Assessment of Professionalism in Medical Education
Southern Group on Educational Affairs Annual Conference
(Association of American Medical Colleges Regional Meeting)
Key Biscayne, Florida
- November 8-9, 2003 **Workshop Organizer and Leader (referred presentation)**
Accept, Revise, Reject: Reviewing Educational Research Manuscripts
24th Annual Generalists in Medical Education Conference (This conference is held at the same time as the AAMC conference)
Washington, DC
- April 15-17, 2004 **Organizer and Presenter;** co-author with A. Blue and G. Nowacek (15 minutes)
Assessing First Year Medical Students' Knowledge and Attitudes About Professionalism: Implications for Curriculum Integration
Southern Group on Educational Affairs Annual Conference
(Association of American Medical Colleges Regional Meeting)
Savannah, Georgia

(Refereed presentations at Regional/National meetings) continued

April 15-17, 2004 **Co-organizer**; co-presenter with A. Blue
Creating and Closing the Loop on Gender and Cultural Biases in Health Care for the Medical School Curriculum
Southern Group on Educational Affairs Annual Conference
(Association of American Medical Colleges Regional Meeting)
Savannah, Georgia

April 15-17, 2004 **Co-organizer**; co-presenter with A. Blue
Enhancing Cultural Competency Curricula Through Faculty Development
Southern Group on Educational Affairs Annual Conference
(Association of American Medical Colleges Regional Meeting)
Savannah, Georgia

(Refereed presentations at International meetings)

May 1988



Organizer and Presenter

Poster: Assessment of Intended and Unintended Outcomes of a Mandatory Management Development Program
Adult Education Research Conference
Calgary, Alberta, Canada

July 1989



Organizer and Presenter; author, co-author with L. Korhonen (30 minutes)

A Look at Continuing Professional Education: A Case Study from Medicine (dissertation)
Standing Conference on University Teaching and Research in the Education of Adults (requires full paper)
University of Nottingham, Nottingham, England

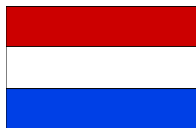
July 1990



Organizer, Presenter, Author (30 minutes)

Medical Student Attitudes Toward Caring for the Medically Underserved
Standing Conference on University Teaching and Research in the Education of Adults (requires full paper)
University of Sheffield, Sheffield, England

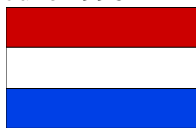
June 1996



Author (Presented by Dr. Liza Cariaga-Lo)

Individualized Faculty Development
7th International Ottawa Conference on Medical Education and Assessment
Maastricht, The Netherlands

June 1996



Author; co-author with R. Volk (Presented by Dr. Liza Cariaga-Lo)

Medical Students' Attitudes Toward Providing Care for Medically Underserved: Do Attitudes Really Change During the First Year of Medical School?
7th International Ottawa Conference on Medical Education and Assessment,
Maastricht, The Netherlands

(Refereed presentations at International meetings) (Continued)

July, 1996



Co-author; co-presenter with V. Williams (30 minutes)
Professional Development and Mentoring for Underrepresented Minority Faculty
Standing Conference on University Teaching and Research in the Education of
Adults (requires full paper)
University of Leeds, Leeds, England

July, 1996



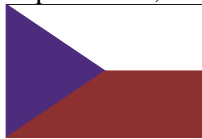
Co-presenter with G. Marion (20 minutes)
*Mastering Medical Communication: Integrating Continuity Communication
Effectiveness Experiences Into a Traditional Medical School Curriculum*
Oxford Conference on Teaching about Communication in Medicine
St. Catherine's College
Oxford, England

July 6-9, 1997



Co-presenter with G. Marion
*Revisiting Temenos: Creating Nurturing Environments for Medical Students as
They Develop Their Communication Tools*
Australasian and New Zealand Association for Medical Education Annual
Conference
Melbourne, Australia

August 30-
September 2, 1998



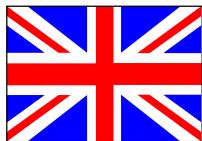
Co-presenter with L. Cariaga-Lo (15 minutes)
*Poster and Presentation: Developing, Implementing and Evaluating a Model
Curriculum for Cultural Competence Training in Medical Education*
Association for Medical Education in Europe Conference, Current Issues in
Medical Education
Prague, Czech Republic

July 11-18, 1999



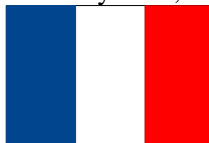
Co-presenter with G. Marion (30 minutes)
Creating a Collaborative Environment For Effective Health Communications
26th International Congress on Arts and Communications
Lisbon, Portugal.

September 18-20,
2002



Presenter; co-authors: G. Marion, G. George, F. Lang, D. Waxman and R.
Epstein
Engaging Family Physicians in Communications Research (15 minutes)
International Conference on Communication in Healthcare
Warwick University, Coventry, England

February 7-10, 2004



Co-organizer and co-author with K. Foley (presenter), G. George, M. Roman
and J. Spangler
*Poster: Reliability of a Smoking Cessation Risk Factor Interview Scale (SCRFIS)
for Use With Standardized Patient Instructors*
7th International Symposium on Predictive Oncology
Nice, France

(Refereed presentations at International meetings) (Continued)

July 6-8, 2004



Workshop Co-organizer with the Ad Hoc Committee on Reviewer Training

L. Pangaro (Lead workshop at the Ottawa Conference)

Accept, Revise, Reject: Reviewing Educational Research Manuscripts

11th International Ottawa Conference on Medical Education

Barcelona, Spain (This workshop is now a core offering at the AAMC meetings.)

September 5-8, 2004



Organizer and Presenter; co-authors: B. Reboussin, R. Michielutte and M. Naughton (15 minutes)

Medical Students' Attitudes Toward Indigent Patients: A Longitudinal Comparison of Problem-Based and Traditional Curriculum Students (thesis)

Association for Medical Education in Europe Conference

Edinburgh, Scotland, UK.

(Invited Presentations/Workshops at Regional/National/International Meetings)

May 27, 1990

Presenter

Hubbard Lecture: *Lessons From The Laboratory*

American Board of Physician Assistant Practice Planning and Developing Committee

National Physician Assistant Conference

New Orleans, Louisiana

January 11, 1992

Workshop Organizer and Leader

Effective Program Evaluation

Oklahoma State Medical Association Council on Medical Education

Accreditation Committee Planner and Surveyor Training Program

Oklahoma City, Oklahoma

April 29, 1993

Lecturer

Learning Styles in Continuing Medical Education

Society of Medical College Directors of Continuing Medical Education Spring Meeting

Tucson, Arizona

June 6-9, 1993



Workshop Organizer and Presenter

Qualitative Research Methods – Where Do You Fit in the Cube?

Faculty for the 2nd Summer Institute: Develop Your Research and Evaluation

Expertise in CME

A Four Day Workshop Sponsored by the Society of Medical College Directors of CME, Alliance for CME, Standing Committee on CME (Association of Canadian Medical Colleges), Upjohn Company of Canada, The University of Calgary, and the American Medical Association

Calgary, Alberta, Canada

(Invited Presentations/Workshops at Regional/National/International Meetings) (Continued)

- October 19-20, 1992 **Workshop Organizer and Presenter**
September 12-13, 1994 *Curriculum Development in Occupational and Environmental Medicine: Incorporating Occupational and Environmental Medicine Curriculum into Family Medicine Residency Education*
EPOCH-Envi Workshop sponsored by the University of Oklahoma Health Sciences Center, Department of Occupational Medicine and funded by a grant from NIOSH
Oklahoma City, Oklahoma
- April 1994 **Lecturer**
Individualized Faculty Development
Society of Medical College Directors of Continuing Medical Education Spring Meeting Fort Lauderdale, Florida
- May 4, 1994 **Lecturer**
Faculty Development and Institutional Interventions
Faculty Leadership Program
Policy and Politics: The Leadership Challenge
University of Oklahoma Health Sciences Center
Oklahoma City, Oklahoma
- August & September 1994 **Workshop Organizer and Presenter**
Using Interviews as a Needs Assessment Tool
Alliance for Continuing Medical Education Summer Institute on Needs Assessment
Chicago, Illinois
- June 1995 **Lecturer**
June 1996 *Mentoring and Protégé Relationships*
June 1997 Faculty Leadership Program Summer Institute for Minority Faculty
University of Oklahoma Health Sciences Center
Norman, Oklahoma
- June 1995 **Lecturer**
June 1996 *Introduction to Qualitative and Quantitative Research Methods*
June 1997 Faculty Leadership Program Summer Institute for Minority Faculty
University of Oklahoma Health Sciences Center
Norman, Oklahoma
- April 9, 1997 **Lecturer**
Mentoring and Protégé Relationships
Faculty Leadership Program
University of Oklahoma Health Sciences Center
Oklahoma City, Oklahoma

(Invited Presentations/Workshops at Regional/National/International Meetings) (Continued)

- March 14-16, 2002 **Workshop Organizer and Leader**
Accept, Revise, Reject: Reviewing Educational Research Manuscripts
Research in Medical Education (RIME) Sponsored Workshop
Southern Group on Educational Affairs Annual Conference
(Association of American Medical Colleges Regional Meeting)
Charleston, South Carolina
- November 13, 2002 **Workshop Organizer and Leader**
Accept, Revise, Reject: Reviewing Educational Research Manuscripts
Research in Medical Education (RIME) Sponsored Workshop
Association of American Medical Colleges Annual Meeting
San Francisco, California
- March 10, 2003 **Workshop Organizer and Leader**
Accept, Revise, Reject: Reviewing Educational Research Manuscripts
Faculty Leadership Program
University of Oklahoma Health Sciences Center
Oklahoma City, Oklahoma
- April 24-26, 2003 **Workshop Organizer and Leader**
Accept, Revise, Reject: Reviewing Educational Research Manuscripts
Research in Medical Education (RIME) Sponsored Workshop
Southern Group on Educational Affairs Annual Conference
(Association of American Medical Colleges Regional Meeting)
Key Biscayne, Florida
- November 11, 2003 **Workshop Faculty** with T. Hickman, G. Furman, M. Dent, W. Ferguson and J. George
Knowledge, Attitudes and Skills: Creating a Curriculum Thread in Cultural Competency
Group on Educational Affairs/Group on Student Affairs (GEA/GSA) Sponsored Workshop
Association of American Medical Colleges Annual Meeting
Washington, DC
- November 9, 2004 **Workshop Organizer and Leader**
Accept, Revise, Reject: Reviewing Educational Research Manuscripts
Research in Medical Education (RIME) Sponsored Workshop
Association of American Medical Colleges Annual Conference
Boston, Massachusetts

(Invited presentations/training workshops)

- November 2, 1989 **Workshop Organizer and Leader**
Assertive Management Skills
St. John's Medical Center
Tulsa, Oklahoma
- January 11, 1990 **Lecturer**
Eliminating Needless Stress and Guilt
Oklahoma City Chapter of the Stepfamily Association of America
Oklahoma City, Oklahoma
- December 13, 1990 **Lecturer**
Creating a Win-Win Situation for the Holidays
Oklahoma City Chapter of the Stepfamily Association of America
Oklahoma City, Oklahoma
- February 5, 1991 **Lecturer** with H. Stein and M. Pontious
Oklahoma Farming Culture and Rural Medicine
Family Practice Residency, University of Oklahoma Health Sciences Center
Oklahoma City, Oklahoma
- May 2, 1991 **Lecturer**
I Just Can't Talk to Mary at Work. What's the Matter?
Lifestyles of the Fit and Healthy: A Worksite Wellness Workshop for all
Oklahoma Health Center and State Employees
Oklahoma City, Oklahoma
- July 25, 1991 **Lecturer**
Interpersonal Communication
Occupational Medicine Residency Orientation
Department of Family Medicine, University of Oklahoma Health Sciences Center
Oklahoma City, Oklahoma
- February 20, 1992 **Lecturer** with R. Fox
*Teaching What We Know: A Look into the Translation of Knowledge from
Experience to Expression*
The Faculty Leadership Program Colloquium
University of Oklahoma Health Sciences Center
Oklahoma City, Oklahoma
- March 10-12, 1992 **Lecturer**
The Character of Observation
The Challenge: Negotiating the System, Faculty Leadership Program Retreat
St. Crispin's Retreat
Wewoka, Oklahoma

(Invited presentations/training workshops) (Continued)

- November 20, 1992 **Workshop Organizer**; co-presenter with R. Fox
March 19, 1993 *Mentoring Junior Faculty: "What is the Nature of the Relationship?"*
May 11, 1993 The Faculty Leadership Program Colloquium
October 25, 1993 University of Oklahoma Health Sciences Center
May 24, 1994 Oklahoma City, Oklahoma (This was an all day workshop, funded by a HRSA
October 25, 1994 grant for faculty development.)
- May 27-28, 1993 **Workshop Organizer**; co-presenter with R. Fox
Mentoring Junior Faculty: "What is the Nature of the Relationship?"
The University of Oklahoma Health Sciences Center
College of Pharmacy Faculty Retreat
Oklahoma City, Oklahoma
- September 30, 1993 **Workshop Organizer and Leader**
Problem-based Learning: The Concept
Faculty development workshop for the College of Allied Health
University of Oklahoma Health Sciences Center
Oklahoma City, Oklahoma
- October 22, 1993 **Workshop Organizer and Leader**
Problem-based Learning: The Process
Faculty development workshop for the College of Allied Health
University of Oklahoma Health Sciences Center
Oklahoma City, Oklahoma
- May 15, 1995 **Workshop Organizer and Leader**
Communication Skills
Premedical Student Summer Experience
Bowman Gray School of Medicine of Wake Forest University
Winston-Salem, North Carolina
- May 9, 1996 **Lecturer**
A Longitudinal Look at Change in Medical Students During Medical School
Medical Education Grand Rounds
Bowman Gray School of Medicine of Wake Forest University
Winston-Salem, North Carolina
- August 6, 1996 **Workshop Organizer and Leader**
Team Building Exercise
Medical School Prematriculation Program, Introduction to Primary Care
Bowman Gray School of Medicine of Wake Forest University
Winston-Salem, North Carolina
- January 14, 1998 **Lecturer**
Using Concept Mapping in Curriculum Development
School of Pharmacy, Virginia Commonwealth University
Richmond, VA

(Invited presentations/training workshops) (Continued)

- December 17, 1998 **Lecturer**
Paleolithic Medical Education. Reform of the Saber-tooth Curriculum
School of Medicine, University of Vermont
Burlington, VT
- December 18, 1998 **Lecturer**
Mentoring: What's the Nature of the Relationship?
School of Medicine, University of Vermont
Burlington, VT
- December 3, 1999 **Workshop Organizer** and co-Leader with V. Morell, V. Kaprillian, V. and S. Willis
Shifting Gears
Preceptor development workshop
North Carolina Academy of Family Physicians Winter Meeting
Asheville, North Carolina
- November 4, 2000 **Workshop Organizer** and co-Leader with V. Morell
Teaching Medical Students Who Have "Been There, Know That" - But They Don't...Quite
Preceptor development workshop
WFUSM Alumnae Weekend
Winston-Salem, North Carolina
- December 6, 2000 **Workshop Organizer** and co-leader with V. Morell, V. Kaprillian, and S. Willis
Teaching Medical Students Who Have "Been There, Know That" - But They Don't...Quite
Preceptor development workshop
North Carolina Academy of Family Physicians Winter Meeting
Asheville, North Carolina
- November 30, 2001 **Workshop Organizer** and co-leader with V. Morell and M. Knudson
Setting Expectations
Preceptor development workshop
North Carolina Academy of Family Physicians Winter Meeting
Asheville, North Carolina
- August 4, 2003 **Workshop Organizer and Leader**
Improving Faculty Lecture Skills: What Happens After the 1st 20 Minutes?
Faculty development workshop for the Legal Research and Writing faculty
Wake Forest University School of Law
Winston-Salem, North Carolina
(See Letters of Commendation for the letter from Christine Coughlin, JD.)
- May 17, 2004 **Organizer and Presenter**
Dr. Crandall is assisting the Center to develop a cultural competency curriculum
Creating Cultural Competency Curricula: "We Make the Road by Walking"
Clinical Center for the Study of Development and Learning
Leadership Education in Neurodevelopmental and related Disabilities (LEND)
University of North Carolina-Chapel Hill

EXAMPLES OF INSTRUCTIONAL MATERIALS

Media

- Dr. Crandall (with Dr. Marion) developed an online educational module titled *Health Effects of Exposure to Environmental Tobacco Smoke* for the Web Based Tobacco Cessation Curriculum (R-25 Cancer Education Grant—Spangler, PI). Once the curriculum is fully implemented, this module will be available to all medical schools for downloading. The modules are currently available to WFUSM students. **(See Instructional Materials.)**

Lecture/Workshop Handouts

- Handouts were designed for each faculty development workshop
- Handouts were designed for the University of Oklahoma Health Sciences Center Faculty Leadership Program Mentoring & Scholarship sessions
- Handouts were designed for all community preceptor presentations **(See Instructional Materials.)**
- Handouts and PowerPoint presentations were designed for the Culture and Diversity Elective Course **(See Instructional Materials.)**
- Handouts were developed for the Accept, Revise, Reject: Reviewing Educational Research Manuscripts **(See Instructional Materials for workshop agenda)**

Dr. Crandall developed this workshop in response to a request from the Research in Medical Education (RIME) chair of the Southern Group on Educational Affairs (SGEA). Dr. Crandall was member of the task force that prepared the handbook for reviewers of research manuscripts (published in *Academic Medicine*, September 2001 issue, also published as a separate handbook, which is **provided in the back of the notebook**) This workshop has been presented at all 4 of the regional GEA conferences (Northern, Southern, Western, and Central), the AAMC annual conference, The Generalists in Medical Education conference, and most recently the Ottawa Medical Education conference in Barcelona. At the 2003 Association of American Medical Colleges (AAMC) annual conference, this workshop was adopted by the RIME section as a core workshop for training reviewers for medical education research conferences and journals. At the conference, an ad hoc committee – RIME Section Committee on Reviewer training – was convened to promote this workshop at a national/international level. Dr. Crandall is a member of this ad hoc committee. This workshop is now a core program offering at the AAMC regional meetings and at the national meeting. This workshop has been written up in the GEA Correspondent AAMC newsletter.

(See Peer Assessment.)

- Handouts and other curricular materials were developed for the *Creating Cultural Competency Curricula: “We Make the Road by Walking”* presentation given at the Clinical Center for the Study of Development and Learning, University of North Carolina-Chapel Hill **(See Instructional Materials)**

Syllabi

- Syllabus designed for Nova Southeastern University, Programs for Higher Education, Health Care Specialization – Preparing and Developing Staff in the Health Care Professions – 1995-1999. In 2000 the Syllabus was designed in collaboration with the program chair. In 2002, Dr. Crandall redesigned the course. **(See Instructional Materials for 2002 class schedule.)**
- Syllabus designed for the Culture and Diversity Elective Course – offered during Phase II in Academic Year 2000-2001 **(See Instructional Materials.)**
- Syllabus designed in collaboration with Mary Beth Fasano, M.D. for the Medicine As A Profession

Course – Phase I and II (Phase II was revised for academic year 2003-2004 for the Class of 2006. Dr. Crandall designed the Medical Humanities Self-Directed Learning component. (**See Instructional Materials.**)

Case Development

The Mary Reynolds Babcock Fund for Ethics and Leadership Grant - case development for the standardized patient interview component of the Bioethical Decision Making Curriculum for the Family Medicine Residency (Elder Abuse Scenario developed in collaboration with John Spangler, M.D.)

AMSA PRIME Project (Culture and Diversity Elective Course) – developed case in collaboration with Dr. Carla Yunis (**see Instructional Materials for Mr. Green case.**)

Other (Innovations)

Development of New Courses/Curricula

Course Director – Culture and Diversity Elective Course – implemented March 2000 – covered Phases II-A through II-C (March 15, 2000-February 14, 2001). This was a new yearlong non-clinical elective course for 2nd year medical students. Wake Forest University School of Medicine was one of three schools initially funded to create a model curriculum in Culture and Diversity. The American Medical Student Association (AMSA) via a subcontract from HRSA funded the project (PRIME: Promoting, Reinforcing and Improving Medical Education). Dr. Crandall served as Project Director for the pilot project and Course Director. Twelve students participated. (**See Instructional Materials for the course syllabus and outlines for two sessions.**)

Community Continuity Course - new course designed in collaboration with Drs. Venita Morell and Penny Sharp, implemented in academic year 1997-98. (Course development was funded by PHS, HRSA, DHHS grants for predoctoral education) This course is now titled the Community Practice Experience and is a required 6-week ambulatory primary care rotation. The CPE was also funded by PHS, HRSA, DHHS grants for predoctoral education (co-authored by Dr. Crandall with Dr. Morell).

Longitudinal and Experiential Bioethical Decision Making Curriculum in the Family Medicine Residency Program (1996-1999) - curriculum designed in collaboration with Dr. Frank Celestino. (Curriculum funded by Mary Reynolds Babcock Fund for Ethics and Leadership at Wake Forest University, Dr. Crandall, Co-PI)

Development within Existing Courses

Collaborated with Drs. Michael Sollenberger and Gail Marion to design the Second Year component of the Doctor-Patient Relationship Course (DPR) – course was implemented fall 1996 and was part of the curriculum until Academic Year 1998-1999 when Prescription for Excellence was implemented.

Revised Family Medicine Third Year Clerkship Goals and Objectives as needed and assisted with writing of the annual course evaluation plan. (1995-2003)

Revised objectives and course requirements for the Phase I and II Medicine As A Profession course. Drs. Fasano and Crandall wrote course evaluation plans for both phases. (Annual Activity)

Revised Phase II-B and II-C MAAP (2nd year students) to incorporate written assignments and Self-Directed Learning in the Medical Humanities – the SDL component comprised 40% of students' Phase II grade. Students had to complete 5 activities for a *pass* grade and 7 activities for an *honors* grade. Dr. Crandall provided the students a suggested reading and activity list. Dr. Crandall was awarded a Mary Reynolds Babcock Fund for Ethics and Leadership Grant, which provided financial

support to develop a lending library of medical humanities books, videos, and other resources. Dr. Crandall organized outside activities for the students as well. **(See Instructional Materials.)**

Designed a new MAAP lecture in collaboration with Shelley Crisp, Ph.D. and Kerry Gilliland, M.D. titled *Coping with Making Mistakes* (**See Instructional Materials for session objectives.**)

Development of new student/faculty evaluation systems

Designed the evaluation system for the Family Medicine Tutorial component of the Third Year Clerkship

Assisted with the revision of the Third Year Clerkship student clinical evaluation of residents and faculty - in collaboration with Drs. Venita Morell and Boyd Richards

Designed a new faculty clinical precepting evaluation/feedback process for the residency program - system is designed for faculty to receive feedback on their clinical precepting three times per year

Supervised with revision of the CPE evaluation system and writing of the annual course evaluation plan – in collaboration with Drs. Venita Morell and Penny Sharp (academic years 2000-2003)

Designed an online evaluation for Medicine As A Profession – Phase I and II – for students to assess large and small group sessions (in collaboration with academic computing). Dr. Gorney is currently revising this system for academic year 2004-2005 for the courses that have small group sessions.

Designed an online evaluation for Medicine As A Profession – Phase I and II – for Small Group Tutors to assess students (in collaboration with academic computing) (**See Instructional Materials.**)

Designed an evaluation for the Medicine As A Profession – Phase II – for assessment of the History of Medicine Papers (available online for WFUSM faculty) (**See Instructional Materials.**)

Manuscripts Related to Education - 24 Referred publications and one book chapter - see CV

1st author = 12

Senior Author = 3

TEACHING ASSESSMENT

Student Review of Teaching Performance

Student assessments are summarized for the following courses: (**See Student Assessment**)

Medical Student Teaching

Wake Forest University School of Medicine:

Medicine As A Profession – Phase I-A and I-B (2003-2004)

Pre-Matriculation Summer Preparatory Program – July 2001

Culture and Diversity Elective Course – 2nd Year Course (2000-2001)

Doctor-Patient Relationship Course – 1st Year Course (1997-98 & 1999-2000)

Doctor-Patient Relationship Course – 2nd Year Course (1997-98 & 1998-99)

Parallel Curriculum Tutor Evaluations from 1998 tutor groups (final year of Parallel Curriculum)

Graduate Student Teaching

Nova Southeastern University – Preparing and Developing Staff in the Health Care Professions (evaluations for Summer Institute 2002)

Letters from students (see Student Assessment):

Medical Students Letters

Brett Bechtel—MSII
Mojabeng Pofoolo—MS II
Melanie Johnson—MS II
Doug Powell—MS III
Nancy Pham-Thomas—MS III
Kari Yacisin—MS III
Marion DeMarco—MS III
Susan Vear —MS III
Paul Saconn—MS III
Matt Bierbaum—MS III
Dan Capampangan—MS III
Kelley Mondy—MS IV

Graduate Student Letters

Ms. Cynthia Morris
Ms. Carol Maritz
Mr. Tom Henzel (National Board of Medical Examiners)
Dr. Kathleen Skrabut
Ms. Carol Botwinski
Dr. Barbara Gigliello
Dr. Robert Anderson
Dr. Gina Musolino

Peer Review of Teaching Performance (See Peer Review)

Workshop evaluation: The Generalists in Medical Education (November 2003)

Workshop evaluation: University of Oklahoma Health Sciences Center-College of Medicine
Faculty Development Series (March 2003)

Workshop evaluation: Association of American Medical Colleges (November 2002)

Workshop evaluation: Southern Group on Educational Affairs (AAMC) (March 2002)

Workshop evaluation: Southern Group on Educational Affairs (AAMC) (March 2001)

Session evaluation from the 32nd Society of Teachers of Family Medicine Conference, May 1999

Session evaluations from preceptors attending workshops at the Winter Meeting of the North
Carolina Academy of Family Practice (1999, 2000)

Faculty Leadership Program evaluations from June 1997 summer institute for Minority Faculty
– University of Oklahoma (**not included in last promotion portfolio**)

Membership on Editorial Boards

1994 - present Editorial Board - Journal of Continuing Education in the Health Professions

Instructional Courses Attended

- The Teaching Advancement Program Series—WFUSM (October 2001-May 2002)
- The Grantsmanship Center 5-day Workshop – Carteret Community College (August 18-22, 2003)
- Masters in Epidemiology – Wake Forest University School of Medicine (December 2003)

Work Cited Since Promotion - 1998

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Woloschuk W, Harasym PH, Temple W. Attitude change during medical school: a cohort study. <i>Med Educ</i> 2004; 38:522-34.	Crandall SJ, Volk RJ, Cacy D. A longitudinal investigation of medical student attitudes toward the medically indigent. <i>Teaching and Learning in Medicine</i> 1997; 9(4); 254-60.
Donohoe M, Danielson S. A community-based approach to medical humanities. <i>Med Educ</i> 2004; 38:204-17.	Crandall SJS, Volk RJ, Loemker V. Medical students' attitudes toward providing care for the underserved: are we training socially responsible physicians? <i>JAMA</i> 1993;269:2519-2523.
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PERSONAL STATEMENT – TEACHING PHILOSOPHY

**Tell me, I'll forget.
Show me and I may not remember.
Involve me and I'll understand.**

--Chinese Proverb

Teaching is a journey filled with wondrous surprises as it leads me to new learners, new colleagues, new challenges and experiences. Each event helps me to grow as a human being and teacher of health care professionals. My personal journey began thirty years ago when I was a student training to become a medical technologist. I learned not only by doing (trial and error), but also by being guided and having role models and mentors along the way. During my first experience as a technologist at the University of Missouri, I found that my most rewarding moments were those in which I was involved in teaching medical technology students and hematology fellows (MDs). Ultimately, my love for teaching led me to a graduate program in education. Luckily for me, the adult-oriented process I experienced as a medical technology student continued during my graduate education experience and certainly created the model for the teacher I wanted to become. Along my journey, I have tried to experiment carefully, wisely, and effectively in my ventures to create an environment open to inquiry and discovery for learners in the health professions.

Kathryn Montgomery Hunter, using an alimentary metaphor (learning as ingestion), eloquently describes the educational process for many medical students in her essay, *Eating the Curriculum*.¹ Students are spoon fed (force fed). “They cram information . . . from lectures, textbooks, handouts, and labs. They struggle to digest the knowledge, metabolize the facts. Then, at test time, they regurgitate everything they have learned.”¹ The process from force-feeding to regurgitation is an act, degrading, sometimes abusive, that ignores the fact health professions learners are adults who have an abundance of knowledge and experience to share. In an environment where we prepare professionals to care for others, where we expect learners to develop their abilities to listen actively, think critically, and reflect thoughtfully, this process makes no sense. Many of our learners come to medical school from other helping professions; a few have graduate degrees. All have life experiences that shape who they are. I believe adult (medical) educators are not “feedlot attendants.” We are guides, role models, mentors, and facilitators who assist with the developmental, critical thinking process of those who seek to be like us. Along the way we also communicate what we value and hold sacredly to our hearts as caring professionals. Communicating our values is a responsibility I do not take lightly.

Of course there are procedural skills and significant knowledge domains that learners in the health professions, and graduate programs, need to know. They need to know, know how, show how (competence), and do (performance)² in professional practice whether that practice is classroom teaching or caring for a terminally ill human being. As a teacher, I am concerned with how that process occurs. In our setting, “inhumane teaching has the potential to beget inhumane patient care” (quote paraphrased from Hilliard Jason, MD, a well-known medical educator). Taken a step further, inhuman teaching begets inhumane teaching; abused learners may become abusive teachers. Obviously, this is not a universal truth. However, in my many years as a medical technologist and a faculty member in academic medicine, I have witnessed abusive teaching in the clinical setting.

So where has my journey brought me to today? I believe that real learning, like breathing³ (unobstructed breathing, that is), is an active and interactive process that allows for the exchange of ideas, stimulates creative effort, and energizes learners and teachers to increase our capacity for wise action. One of my goals is to be a teacher who inspires, stimulates intellectual curiosity and encourages self-directedness, independence *and* collaboration in learning. At the same time, I hope to help learners “maintain a healthy skepticism about the information they consume, and periodically check that information for freshness.”¹

At some point, learners have to be in charge of their own learning. My goal of developing self-directed, lifelong, critically reflective learners must be achieved through many instructional strategies. I

believe that learners can be harmed if they are permitted to operate constantly within their preferred learning mode, their comfort zone (i.e., a structured lecture, “You tell me everything I need to know for the test.”). I intentionally try to discover how students in our “classrooms” learn (I put classroom in quotations because the word does not adequately describe our teaching space; the classroom often is a hospital room or a clinic). I then try to put learners in new learning situations that challenge their dominant style with the intent of increasing their realm of proficiency and level of comfort with alternative styles. I want dependent/ independent learners to become more independent/dependent, as well as interdependent and connected to each other. I am sometimes challenged for my beliefs, typically not by my faculty colleagues, but by students who do not yet embrace the ideology of personal responsibility for learning. I also receive rewards. One first year student from a PBL tutorial group wrote the following on his evaluation of me as a tutor.

“You are definitely a quiet tutor, but that is not to say that you aren’t in tune to our discussions. You listen well and this enables you to give us excellent feedback that is particularly effective when it is directed toward individual group members. Initially, I felt like I wanted more control and direction from you in [the] group, but your allowing us to handle these things ourselves has allowed us to become self-sufficient.”

For me, this was a great compliment. My co-tutor and I achieved an important goal for this particular group, which was for the learners to become self-sufficient, interconnect and collaborate with each other and not perpetually rely on their tutors to tell them what to study. To permit the group to flounder appropriately for some time so students can learn to work together as a group and collectively decide what they need to learn is risk-taking behavior for the faculty. To ask pertinent probing questions that create the spark for further learning is an art. Striking the balance between too much and too little guidance is an art that requires continual practice and fine-tuning. Reflection is also a part of the self-directed learning process. I try to model reflective thinking because I hope to inspire learners to reflect on and learn from experience. Reflection is fundamental to adult (medical) education.

Masterful teachers I have been privileged to know have one common characteristic; they have a passion for teaching that engages learners. The teaching strategies and techniques they use are those any teacher can learn if the desire to do so is present. Assuming we have content expertise, each of us can become a better teacher. Good teaching boils down to having a perspective that values the importance of teaching and a desire to continue to grow and learn.

Initially, learners want to know what they need to know to get to the *right* place, that is, get THE right answer. What they begin to realize after much reflection and experience is that often there is no *one* right place, and there are many *right* answers. Part of our task as a faculty is to help create an understanding that for many of life’s situations, and certainly for many patient care situations, there is no one right place to get to. The journey IS the place. I cannot provide all that learners need to know at any given point in their professional life; I personally do not know any teacher who can. Learners, regardless of the venue, have to decide for themselves what they need to know once they are in professional practice. Once learners are no longer under our tutelage they will be directing and focusing their learning. What we can be along the way are guides, role models, coaches, mentors, and providers of constructive feedback.

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