Office of Faculty Development
&
Educational Innovation Institute
Medical College of Georgia
Augusta University

Annual Report
2016-2017

Acknowledgements

The Office of Faculty Development (FacDev) and the Educational Innovation Institute (EII) is supported by the Medical College of Georgia (MCG) at Augusta University. The scholarship and educational programming conducted would not be possible without Dr. David Hess, Dean of MCG, and Dr. Paul Wallach, Vice Dean of MCG. Through their commitment to educational excellence, the FacDev/EII continues to pursue the advancement of educational best practices.
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At the center of any great education program are the faculty, who serve as devoted teachers, mentors, and advisors for the learners. Augusta University and the Medical College of Georgia are grateful to our faculty for their outstanding contributions. The Office of Faculty Development (FacDev) and the Education Innovation Institute (EII) serve as incredible resources for our faculty by meeting the needs of today’s health professions educators so that they can better serve our learners. Together, FacDev/EII offer education and development for our faculty, facilitate creative and innovative teaching while employing current technology, and inspire educational scholarship.

Educational excellence is promoted by programs including consultation services, Education Day, The Academy of Health Sciences Educators, Faculty Development Fellows, Grand Rounds programs and much more. This annual report summarizes the extraordinary work of our Faculty Development/Education Innovation Institute team, and the efforts of many who have participated in programs, fellowships, and other educational endeavors of these offices.

FacDev/EII will continue to be a resource for innovative instruction and research, and will develop and enhance programs that will allow faculty to apply new strategies and reach instructional goals. I wish to express my thanks to Drs. Ralph Gillies and Lara Stepleman for their leadership and vision, and look forward to another productive year.

Sincerely,

Paul M. Wallach, MD
Vice Dean for Academic Affairs
Leon Henri Charbonnier Endowed Chair in Medicine
II. Overview

**MCG Office of Faculty Development (FacDev)**
MCG’s Associate Dean of Faculty Development coordinates and provides a variety of faculty development programming, both general and education-related, for MCG’s salaried and volunteer community faculty across MCG’s campuses. Additional programming and support is provided to house staff (MCG and non-MCG) in their development as learners and in their role as teachers with MCG students. The MCG Associate Dean of Faculty Development works collaboratively with the Educational Innovation Institute, MCG GME Office, MCG department and administrative leadership, as well as other institutional leadership. In doing so, existing resources and efforts can be identified and made more readily accessible to faculty.

**Educational Innovation Institute**
The mission of the Educational Innovation Institute (EII) at Augusta University (AU) is to champion excellence and innovation in health sciences education, and educational scholarship that enhances learning and develops educational leaders locally and globally.

The EII was founded as the Education Discovery Institute in 2008 under the leadership of Dr. Ruth-Marie E. Fincher, retired Vice Dean of Academic Affairs and former Co-Director of the EII. Since 2012, Paul Wallach, MD, Vice Dean of Academic Affairs has provided ongoing leadership and vision to the EII on the development, evaluation, and dissemination of transformative educational practices and scholarship.

**What we do:**
1. Inspire and facilitate the reframing of educational problems and challenges to meet the needs of today’s health professions education learners and educators.
2. Support the professional and educational leadership development of health professions educators.
3. Provide health professions educators with time-tested and/or innovative processes, technologies, or select content to address today’s educational problems and challenges.

**Who we serve:**
1. Primary: Augusta University health professions educators
2. Secondary: The broader health professions education community

**How we do it:**
1. Provide services that are timely, professional, personal, participatory, and development-oriented.
2. Apply team-member competencies in educational assessment, faculty development, program development, program evaluation, and educational research.
III. FacDev/EII Leadership, Faculty, & Staff

PAUL M. WALLACH, MD, FACP
VICE DEAN OF ACADEMIC AFFAIRS, PROFESSOR OF MEDICINE, MCG
Dr. Wallach brings knowledge, insight and passion for medical education. As a medical educator and educational administrator, he fosters an excellent educational environment conducive to learning, innovation and creativity. He works collaboratively with multiple constituents including faculty, students, staff, alumni, and the community toward a vision of excellent health professions education.

Ralph A. Gillies, PhD
MCG Associate Dean of Faculty Development,
Fellowship Co-Director,
Teaching Scholars Track
Professor of Family Medicine, MCG

Lara M. Stepleman, PhD
Director of the EII
Professor of Psychiatry & Health Behavior, MCG

Tasha Wyatt, PhD
EII Faculty Member
Fellowship Director,
Educational Research Track
Educational Researcher

A.J. Kleinheksel, PhD
EII Faculty Member
Educational Researcher

Sarah Mendenhall, MS
Administrative Assistant II

Andria Thomas, PhD
EII Affiliate Faculty Member
MCG Associate Dean for Evaluation

Mitch Toomey, BA
Educational Research Associate

Jennifer Waller, PhD
EII Faculty Statistics Consultant

Elena Wood, MD, PhD
EII Affiliate Faculty Member

Chris White, MD
Co-Director, Teaching Scholars Track
MCG Faculty Development Consultant
IV. 2016 – 2017 Year in Review

- A total of 467 AU faculty, staff, and students participated in at least one FacDev/EII educational event or program during the 2017 academic year.
- The FacDev/EII sponsored or co-sponsored 37 community educational events and programs this year, including workshops, grand rounds, and faculty trainings.
- The FacDev/EII and faculty affiliates produced 57 pieces of educational scholarship in academic year 2017 including poster presentations, oral presentations, workshops and publications.
- There were six Teaching Scholar Fellows and three Educational Research Fellows in 2017, and nine Teaching Scholars Fellows and two Educational Research Fellows graduated from the 2016 cohorts.
- Health Sciences Education Day was an overwhelming success, with an average crowd of 30 individuals for each event and more than 70 people attending the concluding poster and award sessions. Overall, 194 attendees participated in 2017 Health Sciences Education Day.
- Over 120 faculty and community faculty members of MCG were recognized with Exemplary Teaching Awards for their teaching efforts in 2016.
- More than 40 early career faculty members attended Career Development 101 events this year. Career Development 101 for Clinician Educators had 22 participants, and Career Development 101 for Early Career Investigators served 26 new faculty members.
- There were 190 MCG, regional and community faculty members that attended this year’s Statewide Faculty Development Conference in Jekyll Island, Georgia that focused on educating today’s medical student within a regional campus model.
- Fellowship Highlights:

<table>
<thead>
<tr>
<th>Promotions and Advancements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Scholars Track</strong></td>
<td><strong>Educational Research Track</strong></td>
</tr>
<tr>
<td>Anthony Payne, PhD to course director in Phase 1 Curriculum</td>
<td>Kelli Braun, MD to Associate Dean for Admissions</td>
</tr>
<tr>
<td>Chelsea Carson, MD to Psychiatry Clerkship Director</td>
<td>Anna Edmondson, PhD to Co-Director of Medical Education elective teaching students basics of MedEd research</td>
</tr>
<tr>
<td>Jones Miller, MD to MCG Phase 3 director in MCG Academic Affairs</td>
<td>Leila Stallworth, MD to Interim Associate Dean of Admissions</td>
</tr>
</tbody>
</table>

- Selected Fellowship Projects Completed:
  - **Survey research**
    - Student and Instructor Perspectives on the Effectiveness of Feedback in PBL: A Survey and Focus Group Study
    - Volunteer Clinical Faculty: Are They Satisfied?
    - Evaluating Dental School Faculty’s Compliance of Hypertension Protocol in the Dental School Setting
  - **Curriculum redesign**
    - MCG Psychiatry Clerkship – A Quality Improvement Project
    - Development and Assessment of a Resident Robotics Curriculum
    - Development of a Neurodevelopmental Online Training Module for Medical Student Education
    - Development of MCG Surgery Clerkship Survival Guide
V. Programs & Services
Faculty Development Fellowship Program

In January 2014, the administration of the Teaching Scholars Fellowship and the Educational Research Fellowship was consolidated. Now one centralized Faculty Development Fellowship with two tracks is offered: the Teaching Scholars Track (TST) directed by Dr. Ralph Gillies and the Educational Research Track (ERT) directed by Dr. Tasha Wyatt.

Teaching Scholars Track
The Teaching Scholars Track (TST) is a one-year fellowship experience designed to enhance the pedagogical skills of faculty. TST fellows meet weekly for two hours to discuss and learn about adult learning principles, teaching skills, learner and program assessment, educational technology, administrative skills, principles of educational research, and practical strategies for facilitating workshops, and delivering oral platform presentations. In addition, TST fellows develop, complete, and present a mentor-assisted educational project of their choice. Upon completion of the fellowship, faculty have the knowledge and skills necessary to be educational leaders in their departments and colleges.

2017 Teaching Scholars Track Fellows

Debra Beazley, PhD, PT, MBA
Assistant Professor
Dept. of Physical Therapy (CAHS)

Amy Judson, BA
Clerkship Coordinator
Dept. of Pediatrics (MCG)

Linnea Larson-Williams, MD
Assistant Professor
Dept. of Pediatrics (MCG)

Anthony Payne, PhD
Associate Professor
Dept. of Physiology (MCG)

Pamela Tipler, DO
Assistant Professor
Dept. of Medicine (MCG)

Amanda Zabala-Cliett
Clerkship Coordinator
Dept. of Emergency Medicine and Hospitalist Services (MCG)

"I decided to do the teaching scholars fellowship as a means of growing as an educator. Through the leadership of Ralph and Chris and discussion amongst my co-fellows, I really learned a significant amount about evaluations and teaching methods. I also have a broader understanding of promotion as well as more expertise in information technology. I’m so appreciative of the opportunity to do TST." - Pamela Tipler, DO

2016 TST Fellowship Graduates

L-R Top: Jenn Allen, MD, Chelsea Carson, MD, Erin Mundy, MPA, Gaston Kapuku, MD, PhD
L-R Bottom: Monica Chana, DMD, Dayna Seymore, BA, Shannon Black, BA, Mary Gregory, MD, PhD
Not pictured: Huda Tawfik, PhD
Educational Research Track Fellows
The Educational Research Track (ERT) is a two-year fellowship designed to nurture early and mid-career faculty interested in health sciences education research. Fellows attend weekly two-hour meetings with the fellowship director during which they learn the basics of educational research. During the first year, the educational research fellows develop and complete at least one discovery project, suitable for peer review and publication or presentation; during the second year, they focus on manuscript writing, presentation of scholarly work, collaboration with other educational researchers, and serving as a mentor.

2016 Educational Research Track Fellows

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexa Hryniuk, PhD</td>
<td>Amber McCall, PhD</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Dept. of Cellular Biology and</td>
<td>Dept. of Psychiatry and Health Behavior</td>
</tr>
<tr>
<td>Anatomy</td>
<td></td>
</tr>
<tr>
<td>Pamela Tipler, DO</td>
<td>Jake Turrentine, MD</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Dept. of Medicine</td>
<td>Dept. of Dermatology</td>
</tr>
</tbody>
</table>

“[The Educational Research Fellowship] has been a great practical introduction to educational research and research in general for a new faculty member. I’m glad to have been exposed to the theoretical basis for educational research as this area is quite foreign to me and different from clinical studies but useful in engaging the literature and thinking about my own role as an educator.” –David Williams, MD

2016 ERT Graduates
L-R: Kelli Braun, MD, Former ERT Fellowship Director, Amber McCall, PhD, Jake Turrentine, MD, Tasha Wyatt, PhD, ERT Fellowship Director

2017-2018 Goals for the Fellowships:
1. Extend the reach of fellowship sessions by opening select sessions to health sciences campus faculty.
2. Establish session series (i.e., themes that carries over several fellowship sessions) to facilitate a deeper understanding of key content areas.
3. Extend impact of the fellowship to other educators by preparing and distributing written session summaries and/or post-session interviews with session facilitators.
Health Sciences Educational Grand Rounds (HS-EGR)

Each month, FacDev/EII co-sponsors an Education Grand Rounds presentation with a clinical or basic sciences department at AU. These host departments offer the Education Grand Rounds during one of their regularly scheduled grand rounds slots. This ensures that faculty from the host department are available to attend, and broadens reach to educators. There was a total of 277 unduplicated HS-EGR attendees for academic year 2017.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2016</td>
<td>Teaching During Procedures: Similarities and Differences from Other Settings</td>
<td>Karen Draper, MD, Kelli Braun, MD, Steven B. Holsten Jr, MD</td>
</tr>
<tr>
<td>September 2016</td>
<td>Mastering Essentials and Gaining Awareness through Immersion (MEGAidays)</td>
<td>Beth McLear, RN, DNP, FNP-C, ACNP-BC, Patricia Bowman, RN, DNP, FNP-C</td>
</tr>
<tr>
<td>October 2016</td>
<td>Interprofessional Education: Where We Are and Where We Can Go</td>
<td>Renee Page, MD, FACOG, Scott S. De Rossi, DMD</td>
</tr>
<tr>
<td>November 2016</td>
<td>Resilience and Wellness Training: Study Results with Pediatrics Residents</td>
<td>Alex Mabe, DMD</td>
</tr>
<tr>
<td>December 2016</td>
<td>Implementing an Accessible and Effective Internal Medicine Residency Noon Conference Curriculum</td>
<td>Thad Carson, MD</td>
</tr>
<tr>
<td>January 2017</td>
<td>SBIRT: Teaching a New Paradigm in Screening for Alcohol and Substance Abuse Disorders</td>
<td>Allen Pelletier, MD</td>
</tr>
<tr>
<td>February 2017</td>
<td>Predictors of Success on Comprehensive Pathophysiology and Pharmacology Exams in a Clinical Nurse Leader Program</td>
<td>Amber McCall, PhD, FNP-BC</td>
</tr>
<tr>
<td>March 2017</td>
<td>What Learning Science Says (and Doesn't Say) About Developing Critical Thinking</td>
<td>Stephen Chew, PhD</td>
</tr>
<tr>
<td>April 2017</td>
<td>Where to Focus Our Educational Interventions to Improve Skin Exams?</td>
<td>Jake Turrentine, MD</td>
</tr>
<tr>
<td>June 2017</td>
<td>Development of Online Training Modules for Neurodevelopmental Milestones</td>
<td>Mary Gregory, MD</td>
</tr>
</tbody>
</table>

2017-2018 Goals for Health Science Education Grand Rounds:

1. Ensure a subset of EGR sessions address issues that particularly impact GME.
2. Incorporate MCG Educator Faculty into EGR series.
3. Establish an EGR session to occur on the AU/UGA Medical Partnership.
Education and Treats: EAT Journal Club

The purpose of the EAT Journal Club is to encourage a lively exchange of ideas around current topics in health professions education and educational research. Facilitators propose the topic for the discussion, select a relevant reading, and lead the discussion of the topic. The reading is intended to provide background for the discussion and address critical topics in health professions education. There were a total of 76 unduplicated EAT attendees for AY 2017, many of whom attended multiple sessions, demonstrating the value of this program to individuals on campus.

<table>
<thead>
<tr>
<th>Month, Year</th>
<th>Facilitator</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2016</td>
<td>Dale Peeples, MD</td>
<td>Simulation Training for High Risk Situations</td>
</tr>
<tr>
<td>August 2016</td>
<td>Shannon Black, BA</td>
<td>What it Takes to Coordinate a Clerkship</td>
</tr>
<tr>
<td></td>
<td>Dayna Seymore, BA</td>
<td></td>
</tr>
<tr>
<td>September 2016</td>
<td>Huda Tawfik, PhD</td>
<td>Peer-Assisted Learning</td>
</tr>
<tr>
<td>October 2016</td>
<td>Nita Maihle, PhD</td>
<td>Peer-Mentoring</td>
</tr>
<tr>
<td></td>
<td>Caryl Hess, PhD, MBA</td>
<td></td>
</tr>
<tr>
<td>November 2016</td>
<td>Anthony Payne, PhD</td>
<td>A Competent New Intern – What are Residency Directors Looking for?</td>
</tr>
<tr>
<td>January 2017</td>
<td>John Braucher, BA</td>
<td>Transcendence, Religion and Spirituality in Medicine</td>
</tr>
<tr>
<td>February 2017</td>
<td>Lindsey West, PhD</td>
<td>‘Better the Faculty You Know than the Faculty You Don’t:’ Implicit Racial Bias in Medical School Admissions</td>
</tr>
<tr>
<td>March 2017</td>
<td>Niju Philip, MS</td>
<td>Teaching Empathy to Medical Students</td>
</tr>
<tr>
<td>April 2017</td>
<td>Lori Bolgla, PhD</td>
<td>Team-Based Learning: Does One Size Fit All?</td>
</tr>
<tr>
<td>May 2017</td>
<td>Lara Stepleman, PhD</td>
<td>Why Competent Transgender Patient Care Matters</td>
</tr>
<tr>
<td></td>
<td>Mitch Toomey, BA</td>
<td></td>
</tr>
<tr>
<td>June 2017</td>
<td>Ralph Gillies, PhD</td>
<td>Adding Student Generated Learning Goals and Self-Assessment to a Clinical Rotation</td>
</tr>
</tbody>
</table>

2017-2018 Goals for EAT Journal Club:

1. **Offer a minimum of 8 EATs on topics that are of national and institutional relevance.**
2. **Offer EAT programs to participants at regional campuses through web conferencing technology.**
3. **Disseminate key points from each session through the EII Bulletin and the Academic Affairs email group.**
4. **Design EATs around themes that are relevant to the health sciences community.**
Health Sciences Education Day

“How the Brain Learns” was the theme for this year’s Health Sciences Education Day. And what a day it was! The invited speaker was Dr. Stephen Chew, who is a content expert in considering the evidence for various teaching and learning strategies. Dr. Chew’s provocative session was complemented with other educational sessions that adopted a variety of formats including brief round robin series where the audience moved across topic stations and a MedEd Talks session where the topics ranged from music in learning to ridding the curriculum of lectures. Making its inaugural debut at Education Day was the first ever Epic Raft Battle Education Debate where instructional technology staff faced-off against the importance and necessity of high quality teachers. This debate session proved to be entertaining, but also addressed important questions about pedagogy, technology’s advantages and disadvantages, and concluded that the future of medical education may depend on an informed investment in both teachers and technology. The day concluded with a poster session with 25 educational research and scholarship projects presented by faculty and students on various education-related programs.

<table>
<thead>
<tr>
<th>2017 Health Sciences Education Day</th>
<th>March 24th</th>
<th>Theme: How the Brain Learns</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Grand Rounds:</strong></td>
<td></td>
<td>What Learning Science Says (and Doesn’t Say) about Developing Critical Thinking</td>
<td>Stephen Chew, PhD, Visiting Professor</td>
</tr>
<tr>
<td><strong>Workshop:</strong></td>
<td></td>
<td>Improving Student Performance by Addressing Student and Teacher Misconceptions about Learning</td>
<td>Stephen Chew, PhD, Visiting Professor</td>
</tr>
<tr>
<td><strong>Epic Raft Battle (Debate):</strong></td>
<td></td>
<td>Invest Resources in the Teacher or Technology</td>
<td>Tasha Wyatt, PhD &amp; Ralph A. Gillies, PhD</td>
</tr>
<tr>
<td><strong>Student Perspective Forum:</strong></td>
<td></td>
<td>How to Study Long and Hard and Still Fail; or How to Get the Most Out of Studying</td>
<td>Stephen Chew, PhD, Visiting Professor</td>
</tr>
<tr>
<td><strong>MedEd Talks:</strong></td>
<td></td>
<td>Beyond the Content to the Whole Person and Community 1. Arts in Learning 2. Stop the Lecture 3. Resiliency 4. #whatadoctorlookslike</td>
<td>1. Karl Purdy, MM 2. Dan Kaminstein, MD 3. Sean Javaheri, MD 4. Lindsey West PhD</td>
</tr>
<tr>
<td><strong>Poster Session &amp; Awards Ceremony</strong></td>
<td></td>
<td>1. EII Education Scholarship Award 2. EII Poster Award: Faculty and Student</td>
<td>Lara Stepleman, PhD</td>
</tr>
</tbody>
</table>

Feedback from Participant Evaluation Forms:

“This was a great day. The lectures did not feel like lectures and the raft debate was terrific. Dr. Chew is an awesome speaker.”

“As a student, it was useful seeing the different perspectives of the faculty and what they saw as the future of education. The how to study session was very interesting. Additionally, the MedEd Talks helped give me some more perspective to learning in general.”
**Poster Award Winners**

**Best in Poster Award: Student/Trainee**
Stephanie Zheng, BS  
Student  
Medical College of Georgia

“Questionnaire Design and Responsiveness in a Data Capture Tool for Student Sharing of Experiences of Statewide Clerkship Sites”

**Best in Poster Award: Faculty/Employee**
Jennifer T. Allen, MD  
Assistant Professor, Department of Obstetrics and Gynecology  
Medical College of Georgia

“Developing a Robotic Surgery Curriculum for OB/GYN Residents”

**Scholarship Award Winners**

**Best Peer Reviewed Educator Resource**
Jan K. Mitchell, DDS  
Associate Professor, Department of Restorative Services  
Dental College of Georgia

“Teaching Caries Diagnosis with the International Caries Detection and Assessment System (ICDAS)”  
Published in MedEd Portal, 2016

**Best Peer Reviewed Published Manuscript**
Lance Evans, PhD  
Associate Director, Office of Leadership Development  
Augusta University & AU Health System  
Associate Professor, Department of Psychiatry and Health Behavior and Department of Anesthesiology and Perioperative Medicine  
Medical College of Georgia

“Leadership Development in the Context of a University Consolidation: An Initial Evaluation of the Authentic Leadership Pipeline Program”  
Published in Journal of Leadership Studies, 2017

**2017-2018 Goals for Health Sciences Education Day:**

1. **Create an educational event for health sciences educators and educational researchers that impacts their teaching and learning practices.**
2. **Increase participation from students, residents, and faculty at AU campuses across the state.**
3. **Highlight national health sciences education trends and facilitate discussion and activities that help educators reflect on how to integrate it into their educational setting.**
4. **Engage in discussion with Education Day participants on important topics in health sciences education and research.**
Photos from Health Sciences Education Day
MCG’s Statewide Faculty Development Conference

MCG hosted a successful statewide faculty development conference for voluntary clinical faculty, regional clerkship site directors, campus leadership, clerkship directors and coordinators at Jekyll Island June 1-3, 2017. This year’s theme, “Being a Physician in 2020,” focused on educating today’s medical student within a regional campus model. The keynote speaker, Dr. Tony Weaver, Assistant Dean for the University of Kentucky College of Medicine, Morehead Campus, presented his address “Flexner in 2020,” from Abraham Flexner’s perspective in 1910, complete in period clothing. While revisiting the past, Flexner (Weaver) challenged faculty to address some of the issues presented in the report from today’s medical educator perspective.

The conference had 190 attendees including campus leadership and community clinical faculty from across the state. Clerkship directors and coordinators had the opportunity to meet and discuss best practices in their clerkships, and a panel of MCG students shared their perspective as well. Participants were updated on a variety of topics central to medical education in 2020. Some topics included, the cost of medical care, course evaluations, point of care ultrasound, intuition, ethics and legal issues. Dr. Weaver provided additional perspective on current trends related to regional campus medical schools.

Years of service awards were presented to clinical faculty from across the state and excellence in clinical education was recognized. The winners for Excellence in Clinical Education by campus included: Dr. Ziad Ahmadie, Emergency Medicine, Augusta Campus, Dr. Cullen Morris, Surgery, AU/UGA Partnership Campus, Athens; Dr. Jay Schecter, Neurology, NW Campus, Rome; Dr. Laura Steelman, Pediatrics, SE Campus, Savannah/Brunswick; Dr. John Bennett, Surgery, SW Campus, Albany.

Photos from MCG Statewide Faculty Development Conference
## 2017 MCG Statewide Faculty Development Conference

**June 1-3**  
**Theme: Being a Physician in 2020**

<table>
<thead>
<tr>
<th>Notable Sessions</th>
<th>Presenters</th>
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</thead>
<tbody>
<tr>
<td>LCME – Follow-up Update</td>
<td>Paul Wallach, MD, MCG Vice Dean</td>
</tr>
<tr>
<td>Five Questions from Abraham Flexner</td>
<td>Tony Weaver, MD, Keynote speaker</td>
</tr>
<tr>
<td>Teaching about the Cost of Medical Care</td>
<td>Doug Patten, MD (SW Campus)</td>
</tr>
<tr>
<td>Why Your Words Matter: Completing Course Evaluations for Learning Purposes</td>
<td>Suzanne Lester, MD (AU/UGA Medical Partnership)</td>
</tr>
<tr>
<td>Here They Come: Clerkship Students with Ultrasound Devices for Learning Purposes</td>
<td>Dan Kaminstein, MD and Matt Lyon, MD</td>
</tr>
<tr>
<td>Regional Medical Campuses: Who We Are and Where We Are Going</td>
<td>Tony Weaver, MD, Keynote speaker</td>
</tr>
<tr>
<td>Spidey-Sense and the Web of Medical Education: Intertwining Intuition and Art in Practice</td>
<td>Billy Chacko, MD (NW Campus)</td>
</tr>
<tr>
<td>Discussing Ethics As We Teach Medical Students</td>
<td>Jason Lesandrini, PhD (Atlanta Campus)</td>
</tr>
<tr>
<td>What Makes Clerkships Great? Students Weigh In on Best Practices</td>
<td>MCG Medical Student Panel</td>
</tr>
<tr>
<td>Fostering a Positive Academic Environment: Update from Title IX Policy</td>
<td>Chris Melcher, JD, AU Legal Affairs</td>
</tr>
<tr>
<td>Award Ceremony: Years of Service and Excellence in Clinical Education</td>
<td>David Hess, MD, MCG Dean &amp; Nan Hockley, MD, AU/UGA Medical Partnership</td>
</tr>
</tbody>
</table>

### Attendees by Campus (N=190)

- **Augusta**: 6
- **AU/UGA Partnership**: 51
- **Southeast**: 41
- **Southwest**: 33
- **Other**: 35

2017-2018 Goals for Statewide Faculty Development Conference:

1. **Provide practical strategies for integrating learners into busy practices.**
2. **Highlight critical issues such as clinical reasoning and life-long learning that impacts both medical learners and practicing physicians.**
Journal Scout

In November 2014, *Journal Scout* was launched at MCG as a means to increase the awareness of AU’s health sciences faculty on the latest innovations and findings in health sciences educational research literature. These include advances and concepts that could impact how faculty teach or the future directions they may take in their own scholarship. *Journal Scout* is disseminated quarterly in a blog format and includes a 250- to 500-word impression summary of the article and a link to the article itself. *Journal Scout* readers can post comments about the articles or the reviews as well as search for archived reviews.

After the first issue, medical students became interested in serving as reviewers. The May 2017 issue features reviews completed entirely by students, which reflected their perspectives and vision for medical education. Earlier issues included reviews by student, faculty, and faculty/student pairs who offer two perspectives on the same article. Instructional technology was a common topic under review, but a variety of other educational themes were considered, including diversity, curriculum redesign, peer learning, feedback, and milestones.

Examples of Journal Scout Reviews

- Negative Bias in Medical Education and Effect on Depression: Is Cultural Change Possible (or Needed) in Academic Medicine?
- Burnout is Real But So Is Resilience
- A Competent New Intern – What are Residency Directors Looking for?
- So What is Personalized or Adaptive Learning? And Does It Have a Place in Health Sciences Education?
- Creating Space Within The Curriculum For Spirituality And Reflection
- The Physician Trifecta – Highly Skilled Diagnostician and Technician and Compassionate Caregiver
- Reflection Assignments: Too Much of a Good Thing?
- Shaping Medical Students to be Team Players in Mass Causality Simulation
- Transitioning from Traditional to Mastery-Based Assessment
- Recognizing and Getting Past the Challenges in Evaluating Medical Students
- One- or Two-Stage Physical Examinations: It really just depends

2017-2018 Goals for Journal Scout:

1. Establish a Journal Scout special issue for contributions by MCG Academic Medicine elective students.
2. Incorporate MCG Educator Faculty into writing for the series.
3. Expand dissemination efforts of Journal Scout through social media and other venues to increase readership.
Workshops

The FacDev/EII hosts frequent workshops on a diverse array of topics relevant to educators and educational researchers. The majority of workshops are currently held on the AU Health Sciences campus with the ability to link to other campuses, so that all faculty members are able to access these learning opportunities. The EII also provides technology-assisted workshops and onsite workshops to all campuses. The EII offers two types of workshops to maximize faculty development offerings: formal workshops independent of other EII learner activities, Teaching Scholars Track sessions that are opened to all AU faculty. **There was a total of 52 unduplicated workshop attendees during AY 2017.**

**Educator Skills Workshops**

Educator skills workshops are offered to MCG faculty in a variety of venues to enhance productivity in teaching, research, or other aspects of their academic careers. Each of these faculty development sessions is designed to be relevant, practical, and interactive. MCG has more than 500 volunteer community-based faculty who teach medical and allied health sciences students throughout Georgia. These faculty are required to receive faculty as part of accreditation requirements. Members of the Academy of Educators play an increasingly important role in this statewide faculty development initiative.

**Research Skills Workshops**

The EII currently hosts workshops that engage participants in interactive skill-building around various research topics relevant to new or developing educational research projects. Participants have an opportunity to seek guidance for planned or ongoing projects during the workshop, as well as afterwards through the FacDev/EII consultation services.

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop Title</th>
<th>Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 17, 2016</td>
<td>Writing and Reviewing Medical Education Research Abstracts</td>
<td>Lara Stepleman, PhD</td>
</tr>
<tr>
<td>September 19, 2016</td>
<td>Feedback</td>
<td>Tasha Wyatt</td>
</tr>
<tr>
<td>November 7, 2016</td>
<td>Navigating Educational Research Website</td>
<td>Lara Stepleman, PhD Mitch Toomey, BA Tasha Wyatt, PhD</td>
</tr>
<tr>
<td>January 26, 2017</td>
<td>1000 Ways to Kill Your Educational Research Project</td>
<td>Sarah Mendenhall, MS Mitch Toomey, BA Tasha Wyatt, PhD</td>
</tr>
<tr>
<td>April 14, 2017</td>
<td>SPSS Beginner’s Session #1</td>
<td>Devon Eldridge, PhD</td>
</tr>
<tr>
<td>May 18, 2017</td>
<td>Introduction to Desire to Learn (D2L)</td>
<td>Jennifer Rose, MS Davina Smalley, MEd</td>
</tr>
<tr>
<td>May 19, 2017</td>
<td>SPSS Beginner’s Session #2</td>
<td>Devon Eldridge, PhD</td>
</tr>
<tr>
<td>June 15, 2017</td>
<td>Streamline Your Workload with D2L Assignments and Discussion Forums</td>
<td>Jennifer Rose, MS Davina Smalley, MEd</td>
</tr>
</tbody>
</table>

Workshop Feedback From Participant Evaluation Forms:

“The workshop was excellent! Many excellent points that were very relevant to the work that I do. Speakers were very engaging and the information really made me think. I thoroughly enjoyed the workshop.”

“Great presentation & very useful information from many perspectives! Will be useful to my role as a researcher.”
**Metrics indicate attendees’ overall agreement regarding quality of the workshop content and presentation on a 1-5 scale from strongly disagree to strongly agree**

**2017-2018 Goals for Workshops:**

1. Provide at least six educational workshops, with a minimum of three new offerings.
2. Record and disseminate at least 50% of workshops for both synchronous distance and asynchronous viewing.
Interactive Website for the Educational Research Process

The commitment to making educational research in the health sciences a priority is important to FacDev/EII. To this end, the team has collaborated with the Department of Instructional Design and Development to develop an interactive website designed to assist faculty, staff, and students with the navigation of AU’s educational research process. To make the process more manageable, the website provides users with descriptions, links, and videos that help with the preparation, execution, and dissemination of educational research. The website can be accessed at: http://jaguware.com/Navigating_the_IRB/

Users are able to locate relevant resources including: a link to CITI training, how to create an IRBnet profile, identifying training and funding opportunities within and outside AU, locating various offices around campus that assist with grant writing and acquisition, conducting research with medical students, and utilizing consultation services. Users are also able to explore health professions education conferences, journals, and other options for disseminating scholarship.

2017-2018 Goals for the Interactive Website:

1. Revise the Navigating Educational Research website to improve ease of use.
2. Develop and implement a formal stakeholder evaluation of the website.
3. Facilitate widespread dissemination of the website to AU faculty and staff.
MCG Educator Faculty

In AY 2016, a number of MCG faculty were hired to be **MCG Educator Faculty** with dedicated time for education in addition to their other roles. To foster the successful academic and research development of this group, Dr. Paul Wallach, Vice Dean for Academic Affairs, began hosting monthly meetings to discuss trends in educational research and to plan educational innovations with members of the Educator Faculty.

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**MCG Educator Faculty Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Gregory, MD</td>
<td>Neurology</td>
</tr>
<tr>
<td>Alexa Hryniuk, PhD</td>
<td>Cellular Biology and Anatomy</td>
</tr>
<tr>
<td>Manish Jain, MD</td>
<td>Obstetrics &amp; Gynecology</td>
</tr>
<tr>
<td>Wanda Jirau-Rosaly, MD</td>
<td>Medicine</td>
</tr>
<tr>
<td>Dan Kaminstein, MD</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>Amanda J. Kleinheskel, PhD</td>
<td>Medicine/Academic Affairs</td>
</tr>
<tr>
<td>Rodger MacArthur, MD</td>
<td>Medicine-Infectious Diseases</td>
</tr>
<tr>
<td>Abhinava Madamangalam, MBBS</td>
<td>Anesthesiology and Perioperative Medicine</td>
</tr>
<tr>
<td>Anthony Payne, PhD</td>
<td>Physiology and Endocrinology</td>
</tr>
<tr>
<td>David Pettigrew, PhD</td>
<td>Neuroscience and Regenerative Medicine</td>
</tr>
<tr>
<td>Folami Powell, PhD</td>
<td>Biochemistry and Molecular Biology</td>
</tr>
<tr>
<td>Helena Spartz, MD, PhD</td>
<td>Pathology</td>
</tr>
<tr>
<td>Lashon Sturgis, MD</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>Huda Tawfik, MD, PhD</td>
<td>Pharmacology and Toxicology</td>
</tr>
<tr>
<td>Matthew Tews, DO</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>Jason Varghese, MD, ThD</td>
<td>Family Medicine</td>
</tr>
<tr>
<td>Tasha Wyatt, PhD</td>
<td>Psychiatry and Health Behavior/Academic Affairs</td>
</tr>
<tr>
<td>Jamie Wolf, MD</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>Nagy Youssef, MD</td>
<td>Psychiatry and Health Behavior</td>
</tr>
</tbody>
</table>

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**2017-2018 Goals for Mentoring Educator Faculty:**

1. Develop innovation “niches” to promote collaboration among the educator faculty members that result in advances in educational practices and scholarship.
2. Provide content expertise as needed to MCG education leadership – assistance might include curriculum design, scholarship, peer review, and programming.
Faculty and Resident Preparation for Teaching

To ensure any faculty or non-faculty member who teaches MCG medical students are provided with the basics in teaching, a multi-component approach has been established. Newly appointed faculty complete either a MCG sponsored teacher development program, a department sponsored teaching development program or other pre-approved teaching development program. All faculty complete at least one faculty development hour every three years that is related to teaching or education. Newly appointed house staff attend the teaching orientation session during their first week at MCG or complete an online review of the material. Later, PGY2 residents (MCG and Non-MCG) working with MCG clerkship students complete additional in-person or online trainings in teaching. Topics include information on objectives, instruction methods, feedback, and positive academic environment and assessment.

Below are highlights from some of these faculty and house staff related programs

**Faculty Preparation**

**Career Development 101 (CD 101)**
An annual half-day program held in the fall of each year for newly appointed and/or newly arriving junior AU health sciences faculty. Faculty can attend one of two Career Development events: Career Development 101 for Clinician Educators or Career Development 101 for Early Career Investigators. More than 40 early career faculty members attended Career Development 101 this year. Faculty members learned about MCG research related resources, participated in networking opportunities, and received practical suggestions for their clinical, teaching, research and career development.

At Career Development 101 for Clinician Educators, attendees are provided a strategic view of the major components of a successful career in academic health science: teaching, research, and service. They receive guidance on how to prepare an Educator’s Portfolio, and how to be prepared for successful promotion and granting of tenure. Since its inception 11 years ago, the program has been highly valued by participants and their respective college deans. CD 101 serves as a means of introducing the concept of mentoring and linking junior faculty with participating mentors.

At Career Development 101 for Early Career Investigators, faculty with strong research interests meet with a variety of campus research-related resources ranging from IRB, to grants and contracts. The event serves both as an opportunity for informative dissemination and for junior faculty to network with colleagues who have similar interests. For AY 2017, 22 early career faculty members attended Career Development 101 for Clinician Educators, and Career Development 101 for Early Career Investigators served 26 new faculty members.

**MCG’s Preparing to Teach Online Series**

For new MCG faculty who are unable to attend CD-101, an online faculty development series entitled Preparing to Teach was designed to prepare newly appointed faculty for their role as teachers in MCG undergraduate education. This program was designed so that all faculty who teach MCG students are provided with the basics in teaching based on best practices in medical education literature. A total of 290 faculty completed their teacher preparation last year via the online method.
MCG’s Faculty Development Hour Every Three Years

MCG faculty complete one hour of teaching-related faculty development every three years. Faculty and departments have been quite responsive to this LCME related MCG policy. Below is a summary of the percentage of faculty who have already completed their hour of faculty development by year two of the three year cycle.

<table>
<thead>
<tr>
<th>Department</th>
<th>% Complete</th>
<th>Department</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anesthesiology</td>
<td>92</td>
<td>Ophthalmology</td>
<td>92</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>100</td>
<td>Orthopedics</td>
<td>63</td>
</tr>
<tr>
<td>Biostats &amp; Epidemiology</td>
<td>57</td>
<td>Otolaryngology</td>
<td>80</td>
</tr>
<tr>
<td>Cellular Biology</td>
<td>100</td>
<td>Pathology</td>
<td>90</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>84</td>
<td>Pediatrics</td>
<td>81</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>81</td>
<td>Pharmacology &amp; Toxicology</td>
<td>64</td>
</tr>
<tr>
<td>Medicine - Overall</td>
<td>82</td>
<td>Physiology</td>
<td>100</td>
</tr>
<tr>
<td>Neurology</td>
<td>74</td>
<td>Psychiatry</td>
<td>73</td>
</tr>
<tr>
<td>Neuroscience and Regenerative Medicine</td>
<td>61</td>
<td>Radiology-overall</td>
<td>90</td>
</tr>
<tr>
<td>Neurosurgery</td>
<td>50</td>
<td>Surgery - Overall</td>
<td>73</td>
</tr>
<tr>
<td>OB-GYN</td>
<td>66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2017-2018 Goals for Faculty Preparation for Teaching:

1. Upgrade online module series with succinct, best practices.
2. Develop improved system for informing faculty of upcoming education-related opportunities.
House Staff and Other Non-Faculty Preparation

To ensure all non-faculty instructors (i.e., house staff, senior students) are prepared for their roles as teachers of medical students, MCG requires these individuals complete a standardized preparation module. The 100% completion goal has been met with the committed support of Chairs, Clerkship directors and coordinators, Residency directors and coordinators, and regional campus leadership.

New House Staff

<table>
<thead>
<tr>
<th>140</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching Orientation</td>
<td>Online Modules</td>
</tr>
</tbody>
</table>

= 100%

PGY-2 Residents

<table>
<thead>
<tr>
<th>14</th>
<th>8</th>
<th>19</th>
<th>4</th>
<th>3</th>
<th>13</th>
<th>7</th>
<th>14</th>
</tr>
</thead>
</table>

= 100%

2017-2018 Goals for Non-Faculty Preparation for Teaching:

1. Ensure clerkship and residency directors have up-to-date teaching resources.
2. Continue offering multi-modalities to complete training.
3. Update online modules.
4. Assist WellStar faculty as needed.
Mentoring in Education across the Learner Continuum

In addition to the Educational Research Track (ERT) Fellowship, a variety of educational research mentorship opportunities are provided to address the needs of learners across the educational continuum. The goal of the various research mentoring programs is to provide students, interns, residents, and postdoctoral fellows with the opportunity to learn, design, and participate in impactful scholarship related to education.

<table>
<thead>
<tr>
<th>Student</th>
<th>Training Level</th>
<th>Project Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brice Hwang</td>
<td>4th Year Medical Student</td>
<td>Exposure to Geriatric Patients on Medical Students’ Career Choices</td>
</tr>
<tr>
<td>Cole Phillips</td>
<td>4th Year Medical Student</td>
<td>Cultural Assets in Medical Students</td>
</tr>
<tr>
<td>Caroline Ray</td>
<td>Medical Summer Scholar Rising 2nd Year Medical Student</td>
<td>How Religion/Spirituality Helps Students Navigate their Medical Education</td>
</tr>
</tbody>
</table>

**2017-2018 Goals for Mentoring Students across the Learner Continuum:**

1. Offer educational research summer internships, fourth year research rotations, and other opportunities for medical and health professions students, with a minimum of two medical students involved with research each year.

2. Develop additional opportunities for dissemination of student scholarship at AU, regionally, and nationally.
Program Evaluation

FacDev/EII continues to grow in its role of evaluating capacity-building training and education efforts to develop, enhance, and diversify the scientist and healthcare provider workforce. The team supports initiatives across the learner continuum focused on:

- Engagement and retention of high school students, undergraduates, graduate students, residents, postdoctoral fellows, and early career faculty in productive health sciences careers, particularly in areas of high need (scientific, clinical, geographic).
- Implementation of new or redesigned education and training curricula for scientists and healthcare providers in response to the evolving complex challenges within healthcare and its scientific study.

| Project: The Virtual Ovarian Cancer Academy |
| Project: PRIDE-Functional and Translational Genomics of Blood Disorders training program |
| Project: GRISAT- Georgia Regents University Interprofessional Substance Abuse Training (GRISAT) |
| Project: Women’s Reproductive Health Research Career Development Program (WRHR-CDP) |

**2017-2018 Goals for Program Evaluation:**

1. Implement a program evaluation management system to better serve stakeholders.
2. Initiate scholarship from evaluation data in collaboration with the Principal Investigator and their team.
Consultation Services

The Consultation Service was designed to actively engage the MCG community in the development or enhancement of educational research, scholarship, curricula, and teaching skills and competencies. Through consultation services, faculty are provided with individually-tailored research and educational strategy assistance at any point in their educational project development. A total of 66 educational consultations for 45 different faculty, fellows, and students were conducted during AY 2017, with a total of over 105 service hours provided.

Consultation Feedback from Participant Evaluation Forms:

“I honestly cannot thank [my consultant] enough for the mentorship. There is a lot of talk about faculty development, but [they] live for it. New faculty need mentorship, encouragement, and direction. [They have] provided this, on their own time, over and over again for me. I appreciate the leadership and friendship.”- MCG Faculty Member, 2017

“I enjoyed the clear and concise communication, which allowed me to understand needed changes in order to progress.”- MCG Faculty Member, 2017

2017-2018 Goals for Consultation Services:

1. Offer at least 100 hours of educator development, career development, research, and statistical consultations.
2. Develop and implement a one-year follow-up evaluation for all consultations to examine the impact of this service over time.

Scope of Services

- Development & Refinement of Research Questions
- Research Study/Design
- Quantitative & Qualitative Data Collection & Analysis
- Manuscript/Poster Review
- Identification of Funding Sources
- Guidance of Grant Preparation
- Career Development, Promotion, and Tenure
- Development of Educational Curricula
- Learner Assessment
- Implementation of a Teaching Strategy or Skill
- Educational Evaluation
- Data Analysis & Interpretation
- Career Development
- Promotion & Tenure

No. of Consultations by Type, AY 2017

- Educational Research: 44, 67%
- Curriculum/Teaching: 9, 14%
- Statistical: 3, 4%
- Educator Career Mentoring: 10, 15%

N=66
Academy of Health Sciences Educators

The Academy of Health Sciences Educators (The Academy) is a health sciences college-wide organization of distinguished health sciences educators who have demonstrated sustained excellence in educational activities and scholarship within Augusta University. The Academy is a unique group of exceptional health sciences educators, educational scholars, and leaders selected through a rigorous process involving peer review by AU Academy members and nationally recognized leaders in health sciences education. Application for membership in the Academy is open to anyone with a faculty appointment in a health sciences college at AU. The MCG Academy members promote a positive academic environment at MCG, serve on accreditation committees, and hold key Academic Affairs positions. Academy members have been active in planning or presenting at various MCG events including Education Grand Rounds, Health Sciences Education Day, the Faculty Development Fellowship, and the Health Sciences Education Journal Club, Education and Treats (EAT). The next biennial call for new members will begin in July 2018.

The goals of the Academy are:

I. To recognize faculty who have made outstanding contributions to health sciences education through excellence in teaching, innovation, and scholarship.

II. To establish a forum for faculty with recognized accomplishments in health sciences education to facilitate the exchange of ideas, career development, and collaboration across departments.

III. To improve the quality of health sciences education by fostering faculty development, supporting curricular innovation, creating products that will advance the field, and developing educational leaders for the future.

2017 Inductees to Academy of Health Sciences Educators

Bill Andrews, MA, CMI, FAMI
College of Allied Health Sciences

Bill Pearson, PhD
Medical College of Georgia

Eric Zevallos, MD
Medical College of Georgia

CURRENT AU ACADEMY OF HEALTH SCIENCE EDUCATORS

Medical College of Georgia
- T. Andrew Albritton, MD
- Shilpa P. Brown, MD, FACP
- Gerald E. Crites, MD
- Anna C. Edmondson, PhD
- Ralph A. Gillies, PhD
- Hartmut Gross, MD
- Valera L. Hudson, MD
- Lisa E. Leggio, MD
- Donna Londino, MD
- Matthew L. Lyon, MD, FACEP
- Renuka Mehta, MBBS, MRCP, DCH, FAAP
- Walter J. Moore, MD
- Janet A. Munroe, MD
- Laura L. Mulloy, DO
- Robert R. Nesbit, Jr., MD, FACS
- Carol Nichols, PhD
- Alyce M. Oliver, PhD, MD
- Bill Pearson, PhD
- Scott Richardson, MD
- Vincent J. B. Robinson, MD, FRCP, FACC
- Barbara Russell, EdD, MLS (ASCP) CM, SH(ASCP) CM
- Andria Thomas PhD
- Christopher White, MD
- Eric Zevallos, MD

College of Nursing
- Lori Schumacher Anderson, PhD, RN
- Julia Behr, DNP, FNP-C
- Gayle Bentley, RN, DNP, PHCNS-BC
- Marguerite Murphy, DNP, MS
- Mary Ellen Quinn, PhD, MS
- Stephanie M. Wright, DNP, RN, MSN, MBA
- Julie K. Zadinsky, PhD, RN, CIP

College of Allied Health Sciences
- Bill Andrews, MA, CMI, FAMI
- Lori A. Bolgla, PT, PhD, ATC
- Charlotte Chatto, PT, PhD
- Judith Stallings, EdD, MHE, PA-C

Dental College of Georgia
- Richard Callan, DMD, EdS
- Mohammed E. Elsalanty, MD, PhD
- Jan K. Mitchell, DDS, MEd
- Kevin D. Plummer, DDS
Research & Scholarship Summary

The educational research portfolio consists of studies by internal investigators, as well as participation in campus-wide and multisite collaborations. Thematically, research can be summarized as related to:

1) The advancement of valid assessment methodologies
2) Examination of the learning environment
3) The acquisition and retention of health professions competencies
4) Development of pedagogical methods to impact provider behavior in healthcare delivery

MCG has become a fixture at regional and national medical education conferences, with a prominent presence throughout the conference program. These researchers also regularly serve as scholarship reviewers, and in related research committees and section groups. See Appendix 1 for the complete list of scholarship contributions.

**FacDev/EII Member & Affiliate Peer-Reviewed Educational Research & Scholarship: AY 2017**

N=57 Pieces of Educational Peer Reviewed Scholarship

<table>
<thead>
<tr>
<th>PUBLISHED ABSTRACTS</th>
<th>PUBLICATIONS</th>
<th>POSTER PRESENTATIONS</th>
<th>ORAL PRESENTATIONS</th>
<th>WORKSHOPS/SMALL GROUP DISCUSSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>22</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

**2017-2018 Goals for Research and Scholarship:**

1. **Maintain at least two ongoing research projects related to MCG’s mission of developing competent physicians and clinical educators.**
2. **Support four key educators and/or leaders at MCG as co-investigators on educational research projects.**
3. **Provide consultations on at least 10 educational research projects per year.**
4. **Lead the publication of at least two medical education innovation publications per year.**
VI. Appendix 1: FacDev/EII Peer-Reviewed Educational Research Citations AY 2016-2017

*EII Member/Affiliate in Bold

Published Abstracts (3)


Publications (18)


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**Oral Presentations (12)**  
8. **Russell M.** (2016, October). *Can Critical Analytical Thinking Skills be Facilitated Acutely? Exercises and Results from a Pilot Workshop for Early Career Physicians-in-Training.* Oral presentation at the Department of Internal Medicine, Piedmont Athens Regional Hospital, Athens, GA.

9. **Wallach PM,** Martin K. (2016, November) *Designing Educational Space: Medical College of Georgia at Augusta University.* Oral presentation at the American Association for Medical Colleges (AAMC), Seattle, WA.

10. Welch S, **Zadinsky JK.** (2017, February). *Grant Writing for Nurses.* Oral presentation at the Georgia Association for Nursing Education (GANE) Annual Conference, Jekyll Island, GA.


**Poster Presentations (22)**


3. **Braun KM,** Swift S, **Stepleman L.** (2016, November) *Do Faculty and Residents Agree on Perceived Surgical Training Needs?* Poster presented at the American Association for Medical Colleges (AAMC), Seattle, WA.


7. **Chatto C.** (2017, January; May). *E-Mentoring Physical Therapy Educators: Steps along a Journey to Develop a Physical Therapy Program in Haiti.* Poster presented at Harvard Macy Institute for Educators in Health Professions, Boston, MA.


22. Youssef NA, Thomas A, Ange B, Yassa M, Boswell E, Wallach PM. (2016, November). Assessing Medical Student Knowledge in Diagnosis and Initial Treatment of Depression. Poster presented at the 5th International Conference of Geriatric Medicine, Atlanta, GA.

Workshops/Roundtables/Small Group Discussions (2)


Appendix 2: FacDev/ELL Awards and Recognitions AY 2016-2017