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. Doug Miller, Interim Senior Associate Dean for Undergraduate Medical Education. Through their commitment to educational excellence, the FacDev/EII continues to pursue the advancement of educational best practices.
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I. Message from the MCG Interim Senior Associate Dean for Undergraduate Medical Education

It has been a decade since Rhee Fincher and others at MCG launched the Education Discovery Institute, which has since evolved into the Education Innovation Institute (EII). It has also been a decade since Chris White brought us together to speak to new MCG faculty at ‘Career Development 101’. Time flies, and great progress has been made!

But, we are not here to dwell on the past. Great organizations actively plan for their futures. This summary of the current offerings of MCG’s Office of Faculty Development and EII provides insight into how we are preparing the medical and health educator workforce of the future. Whether that future is tomorrow or decades from now, med-ed’s rapid evolution continues.

As you read and learn more about the expertise and programs highlighted in this 2018 Annual Report, know that they are continued investments into MCG’s most precious asset – its faculty. It is gratifying to see the healthy mix of clinical and scientist faculty teaching our medical students. For faculty members who aspire to become consummate educators, like Rhee Fincher and Chris White, the bar is set high and continues to rise.

The medical education excellence challenge is before us, and I am confident that Georgia’s statewide public medical school is up to it. In accepting this challenge, we commit to the career development of our faculty, and to their stalwart efforts to educate and train the next generation of skilled and caring physicians. These development, discovery, and innovation efforts are undertaken daily with great pride and commitment and will result in healthier future for Georgia and beyond.

Sincerely,

D. Douglas Miller, MD, CM, MBA
Interim Senior Associate Dean for UME
II. Message from the EII Director

Since the Educational Innovation Institute’s (EII) inception, the EII team has been a rich resource for teaching and educational research development as well as advocates for expanding our ideas of what is possible in medical education. In looking at the varied services and accomplishments captured in the pages of this year’s annual report, which includes EII and MCG Faculty Development initiatives, I think it’s important to keep a few things in mind.

First, the annual report focuses on the programs and services that the EII and MCG Faculty Development offer. However, there are countless other contributions, big and small, that are not represented on the pages but have had significant impact. These might include hallway teaching consults, invitations to co-author papers, thoughtful observations made in a meeting that steers a curriculum redesign in a more effective direction, and so on.

Second, the team is remarkably small in number given what it accomplishes. In 2017/18, the core team included Dr. A.J. Kleinheksel, Dr. Tasha Wyatt, Ms. Sarah Egan, Dr. Lara Stepleman, and myself. With a commitment toward innovation and excellence, as the terms are meant to be used, this small group has offered impactful programming and services.

And third, an important component in that success can be contributed to Dr. Stepleman’s leadership as the EII’s Director for the last several years. Dr. Stepleman recruited top notch educational researchers, advocated for key resources, and ensured MCG faculty were well informed of opportunities and events. As important, Dr. Stepleman kept the EII relevant and at the forefront with her talent at envisioning a systematic, feasible solution/plan to address any area(s) of need. A classic example is her conception and implementation of DREAM (a Directory and Repository of Educational Assessment Measures) via a partnership with AAMC which was both groundbreaking and practical for educators and researchers.

As the EII and the MCG Office of Faculty Development look forward to AY2018-19, the tradition continues with teaching practicums, simulation electives, train the trainer teaching development programs, and countless other contributions to medical education at MCG and beyond.

Sincerely,

Ralph A. Gillies, PhD
MCG Associate Dean for Faculty Development
III. 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 (EII)**
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.

**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.
IV. FacDev/EII Leadership, Faculty, & Staff AY 2017-18*

Ralph A. Gillies, PhD  
MCG Associate Dean of Faculty Development,  
Incoming EII Director for AY2019  
Fellowship Co-Director,  
Teaching Scholars Track  
Professor of Family Medicine

Lara M. Stepleman, PhD  
Director of the EII for AY2018  
Professor of Psychiatry & Health Behavior

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

A.J. Kleinheksel, PhD  
EII Faculty Member  
Fellowship Director,  
Educational Research Track  
Educational Researcher

Sarah Egan, MS  
Research and Program Specialist

Chris White, MD  
Co-Director, Teaching Scholars Track  
MCG Faculty Development Consultant

Jennifer Waller, PhD  
EII Faculty Statistics Consultant

Elena Wood, MD, PhD  
EII Affiliate Faculty Member

*Beginning July 2018, Dr. Stepleman became the Director of MCG’s Office for Faculty Success and is no longer in a leadership role at the EII. At the same time, Dr. White retired from MCG and is no longer involved with faculty development.
V. 2017 – 2018 Year in Review

• A total of 342 AU faculty, staff, and students participated in at least one FacDev/EII educational event or program during the 2018 academic year.

• The FacDev/EII sponsored or co-sponsored 39 community educational events and programs this year, including workshops, grand rounds, and faculty trainings.

• The FacDev/EII and faculty affiliates produced 80 pieces of educational scholarship in academic year 2018 including poster presentations, oral presentations, workshops, and publications.

• There were eight Teaching Scholar Fellows and three Educational Research Fellows in 2018, and six Teaching Scholars Fellows and three Educational Research Fellows graduated from the 2017 cohorts.

• Health Sciences Education Day was an overwhelming success, with an average crowd of 50 individuals for each event and more than 55 people attending the concluding poster and award sessions. Overall, 112 attendees participated in 2018 Health Sciences Education Day.

• Over 180 faculty and community faculty members of MCG were recognized with Exemplary Teaching Awards for their teaching efforts in 2017.

• More than 20 early-career faculty members attended Career Development 101 events this year.

• This year, 169 MCG, regional, and community faculty members attended the 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>
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</thead>
<tbody>
<tr>
<td><strong>Teaching Scholars Track</strong></td>
</tr>
<tr>
<td>Kathryn McLeod, MD and Jan Mitchell, DDS to Full Professor and Natasha Savage, MD to Associate Professor</td>
</tr>
<tr>
<td>Nancy Young, DMD to DCG Assistant Dean of Student Affairs</td>
</tr>
<tr>
<td>Charlotte Chatto, PhD named Harvard Macy Scholar for Health Educators</td>
</tr>
</tbody>
</table>

○ Highlighted Fellowship Projects:

- MCG Clerkship Coordinators: Striving for Logistical Congruence
- Developing and Implementing a Geriatric Curriculum at Augusta University
- Exploring Best Practices for Librarian Integration Into Problem-Based/Small Group Learning
- Developing an Interactive Physical Diagnosis e-Guide
- Identifying Oncology-Related Learning Gaps Prior to Clerkships
- Strategies for Improving Engagement of Faculty and Students in Online Education
- Development and Evaluation of a Pediatric Hospitalist Curriculum
- Instrumental Activities of Daily Living to Improve Functional Assessment at Augusta University
VI. 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 Drs. A.J. Kleinheksel (first year cohort) and Tasha Wyatt (second year cohort).

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.

2018 Teaching Scholars Track Fellows

Keith Anderson, BA
Program Coordinator
AU/UGA Medical Partnership

Anterpreet Dua, MBBS
Assistant Professor
Dept. of Anesthesiology & Perioperative Medicine (MCG)

Alexis Ennis, MSMI
Medical Illustrator
Dept. of Academic Affairs (MCG)

Wanda Jirau-Rosaly, MD
Associate Professor
Dept. of Medicine (MCG)

Gail Kouame, MLIS
Associate Professor
Dept. of Research & Education Services (University Libraries)

Kathryn McLeod, MD
Professor
Dept. of Pediatrics (MCG)

Folami Powell, PhD
Assistant Professor
Dept. of Biochemistry and Molecular Biology (MCG)

Cynthea Wilson, DNP
Assistant Professor
Dept. of Physiological and Technological Nursing College of Nursing (CON)
Educational Research Track Fellows
The Educational Research Track (ERT) is a two-year fellowship designed to nurture early and mid-career faculty interested in medical education research. Fellows attend weekly two-hour meetings with the fellowship director during which they learn the fundamentals of educational research. During the first year, the educational research fellows develop and complete at least one scholarly 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.

2018 Educational Research Track Fellows

First Year

Wanda Jirau-Rosaly, MD
Associate Professor
Dept. of Medicine (MCG)

Beth LaClair, PhD
Senior Project Coordinator
Dept. of Academic Affairs (MCG)

Frances Purcell, PhD
Assistant Dean for Curriculum
Southeast Medical Campus (MCG)

Second Year

Alexa Hryniuk, PhD
Assistant Professor
Dept. of Cellular Biology and Anatomy

Pamela Tipler, DO
Assistant Professor
Dept. of Medicine

David Williams, MD
Assistant Professor
Dept. of Psychiatry and Health Behavior

“The (Educational Research Track) fellowship has been pivotal in my development as a professional and educator. Because of this fellowship, I feel I can speak the language when it comes to educational research. It is a wonderful way to start or improve your research knowledge as you get mentored by excellent educational researchers.”

“I have been involved in medical education for over 10 years so I never thought I would learn this much through the (Teaching Scholars Track) fellowship. It absolutely has surpassed my expectations...I have learned skills that I have started effectively implementing with very good results. It has been a wonderful experience and I would undeniably recommend this fellowship no matter where you are in your career.
-Wanda Jirau-Rosaly, MD (completing both the Teaching Scholars and Educational Research track)

2018-2019 Goals for the Fellowships:
1. Extend the reach of fellowship sessions by opening select sessions to all faculty via live participation or videoconference.
2. Establish session series (i.e., themes that carries over several fellowship sessions) to facilitate a deeper understanding of key content areas.
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 were 202 unduplicated HS-EGR attendees this year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Facilitator(s)</th>
<th>Department Co-Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2017</td>
<td>Development and Assessment of a Resident Robotics Curriculum</td>
<td>Jenn Allen, MD</td>
<td>Obstetrics and Gynecology</td>
</tr>
<tr>
<td>October 2017</td>
<td>Raising the Profile of Behavioral Medicine in Medical Education Curriculum</td>
<td>Ralph Gillies, PhD</td>
<td>Family Medicine</td>
</tr>
<tr>
<td>November 2017</td>
<td>Evaluating Dental School Faculty’s Compliance of Hypertension Protocol in the Dental School Setting</td>
<td>Monica Chana, DDM</td>
<td>Dental College of Georgia; Oral Health &amp; Diagnostic Sciences</td>
</tr>
<tr>
<td>January 2018</td>
<td>Interrogating Physician Burnout: How to Recover the Joy of Medicine</td>
<td>Farr Curlin, MD</td>
<td>Medicine</td>
</tr>
<tr>
<td></td>
<td>Validation of a Simulation Model for Laparoscopic Myomectomy Developed with 3D-Printed Molds</td>
<td>Miller Singleton, BS; Amanda Behr, MA, CMI, CCA; Kelli Braun, MD, FACOG; Bob Stager, MD, FACOG</td>
<td>Obstetrics and Gynecology</td>
</tr>
<tr>
<td>March 2018</td>
<td>The What, Why and How of Developing Clinical Reasoning</td>
<td>Bill Cutrer, MD</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td></td>
<td>The Spirit Follows Me: Religion and Spirituality in Medical Students</td>
<td>Caroline Ray, BSA; Tasha Wyatt, PhD</td>
<td>Family Medicine</td>
</tr>
</tbody>
</table>

2018-2019 Goals for Health Science Education Grand Rounds:

1. Ensure a subset of EGR sessions address issues that particularly impact GME.
2. Enlist departments that have not previously hosted an EGR.
3. Establish an EGR session to occur on the AU/UGA Medical Partnership campus.
4. Incorporate EII teaching and educational research fellows in the EGR series.
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 35 unduplicated EAT attendees for AY 2018, many of whom attended multiple sessions.

<table>
<thead>
<tr>
<th>Month, Year</th>
<th>Facilitator</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2017</td>
<td>Dan Kaminstein, MD</td>
<td>Rise of the EBM Machine: Algorithm vs. Experience</td>
</tr>
<tr>
<td>August 2017</td>
<td>A.J. Kleinheksel, PhD</td>
<td>Can I Borrow Your Notes?: The Sharing of Informal Learning Resources Among Medical Students</td>
</tr>
<tr>
<td>September 2017</td>
<td>Lara Stepleman, PhD</td>
<td>Fostering Disciplinary Inclusivity in Interprofessional Education and Practice</td>
</tr>
<tr>
<td>October 2017</td>
<td>J. Quentin Davis, PhD</td>
<td>Redesigning Your Course with Growth Mindset in Mind</td>
</tr>
<tr>
<td>November 2017</td>
<td>A.J. Kleinheksel, PhD</td>
<td>Learning about Teamwork and Team-based Learning: Embedding Both Sides of Team Learning into the Curriculum</td>
</tr>
<tr>
<td>December 2017</td>
<td>Elena Wood, MD, PhD</td>
<td>Medical Student Changes in Self-regulated Learning During the Transition to the Clinical Environment*</td>
</tr>
<tr>
<td>March 2018</td>
<td>Folami Powell, PhD</td>
<td>Am I Ready for It? Students’ Perceptions of Meaningful Feedback on Entrustable Professional Activities</td>
</tr>
<tr>
<td>April 2018</td>
<td>Nicole Winston, PharmD</td>
<td>Commentary: Racism and Bias in Health Professions Education: How Educators, Faculty Developers, and Researchers Can Make a Difference</td>
</tr>
<tr>
<td>June 2018</td>
<td>A.J. Kleinheksel, PhD</td>
<td>Developing and Rewarding Teachers as Educators and Scholars: Remarkable Progress and Daunting Challenges</td>
</tr>
</tbody>
</table>

2018-2019 Goals for EAT Journal Club:

1. Offer a minimum of eight EAT sessions on topics that are of national and institutional relevance.
2. Offer EAT programs to participants at regional campuses through web conferencing.
3. Disseminate key points from each session through the EII Bulletin and the Academic Affairs email group.
Health Sciences Education Day

This year’s Health Sciences Education Day explored the topic of clinical reasoning. Dr. Bill Cutrer, Assistant Dean for Undergraduate Medical Education at Vanderbilt University School of Medicine, provided working definitions and practical tips on how to foster its development and assess students’ skill. In addition to Dr. Cutrer’s plenary sessions, there were a series of fun, informative, and thought-provoking sessions by MCG faculty and students.

During the Simulation Demonstration, audience members viewed a simulation video and were guided through the debriefing process. During the lunch hour, presenters offered a series of seven-minute talks on factors that affect clinical reasoning, and after each talk the audience had an opportunity to reflect or discuss at their table for seven minutes. Topics included implicit biases, ownership of patient care, the rise of the algorithm, and mindfulness. Following, a panel of medical students, and clinical and basic science faculty were asked to reflect on how clinical reasoning development has been experienced, measured, and promoted at MCG. Family Medicine clerkship students from across the state participated in the panel session both online and in person for an academic half day. The day concluded with a poster session where 31 educational research and scholarship projects were presented by faculty and students. This year, education-related resources stations were added, including the Interdisciplinary Simulation Center, the Center for Ultrasound Education, and Medical Illustration. Poster and scholarship award winners were announced and presented their certificates.

<table>
<thead>
<tr>
<th>2018 Health Sciences Education Day</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>**March 24th, 2018</td>
<td>Theme: How the Brain Learns**</td>
</tr>
</tbody>
</table>
| **Sessions** | **Education Grand Rounds: The What, Why and How of Developing Clinical Reasoning** | Bill Cutrer, MD  
Vanderbilt University School of Medicine, Visiting Professor  |
| **Demonstration: Simulation Debriefing: Clinical Reasoning in Practice** | A.J. Kleinheksel, PhD  
Matthew Tews, DO  |
| **Workshop: Facilitating and Assessing Clinical Reasoning** | Bill Cutrer, MD  
Vanderbilt University School of Medicine, Visiting Professor  |
| **7 x 7 min Presentation/Reflection Sessions:** |  |
| The Hidden Brain: Influences on Clinical Reasoning |  |
| 1. Facets of Thought | Ralph Gillies, PhD  |
| 2. When Implicit Biases Have Explicit Consequences | Lindsey West, PhD  |
| 3. Ownership of Patient Care | Tasha Wyatt, PhD  |
| 4. To Live or Die by Algorithms | Dan Kaminstein, MD  |
| 5. Emotions/Mindfulness | Amy House, PhD  |
| **Panel Session: Longitudinal Development of Clinical Reasoning: How Do We Do It?** | Facilitator: A.J. Kleinheksel, PhD  
**Panelists:**  
Gerald Crites, MD  
Keegan Nicodemus, BS  
Erika Rucker, BSN, RN  
Michael Russell, PhD  
Thad Wilkins, MD  |
| **Poster Session & Awards Ceremony** | Lara Stepleman, PhD  |
| 1. EII Education Scholarship Award |  |
| 2. EII Poster Award: Faculty and Student |  |
**Poster Award Winners**

**Best in Poster Award: Student/Trainee**
Alec Coston, MD  
Resident, Dept. of Emergency Medicine & Hospitalist Services  
Medical College of Georgia

“Implementation and Outcomes of a Standardized Ultrasound Guided Central Venous Access Competency Course for Resident Physicians”

**Best in Poster Award: Faculty/Employee**
Elizabeth Sacksteder LaClair, PhD  
Senior Project Coordinator, Department of Academic Affairs  
Medical College of Georgia

“Body Painting/Surface Anatomy for Medical Illustration Students”

**Scholarship Award Winners**
Jason Hughes, M.S. OTR/L, CWCE  
Assistant Professor, PhD Candidate  
Department of Occupational Therapy  
College of Allied Health Sciences

“Impact of an iDevice Application on Student Learning in an Occupational Therapy Kinesiology Course”  
Published in *mHealth*, 2017
Health Sciences Education Feedback From Participant Evaluation Forms:

*Metrics indicate attendees’ overall agreement regarding quality of the instruction (e.g. informative, thought-provoking) on a 1-5 scale from strongly disagree to strongly agree*

Feedback from Participant Evaluation Forms:

“I have a deeper understanding of the process of clinical reasoning and can frame questions for students.”

“Dr. Cutrer’s presentation was informative, interactive and provided some great insight and depth into clinical reasoning.”

“The 7x7 presentation gave me a lot to consider in terms of patient care and the training of our students.”

2018-2019 Goals for Health Sciences Education Day:

1. **Address education issues that are directly impacting education at MCG as identified by MCG Curriculum Oversight Committee**
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. **Offer additional interactive and skills building concurrent session during the event**
Photos from Health Sciences Education Day
MCG’s Statewide Faculty Development Conference

MCG hosted a successful statewide faculty development conference for over 190 voluntary clinical faculty from across the state, regional clerkship site directors, campus leadership, clerkship directors and coordinators at Jekyll Island June 7-9, 2018. This year’s theme, “What Medical Students Need to Know: Beyond Books, Classes, and the Academic Health Center,” focused on identifying what community faculty emphasize with medical students at their sites and how MCG and its medical education mission impacts the health of Georgia. In addition to the dedicated time in the conference for faculty development, opportunities for community faculty to meet directly with MCG leadership in their region and departments were provided.

Invited speakers included David Hess, MD; Andria, Thomas PhD, “From LCME and Beyond,” Kim Loomer, PhD, “Building More Resilient Physicians;” and Doug Patten, MD, “Aligning MCG’s Mission with Georgia’s Health Education.” Three panel sessions were offered including “Training Medical Students in Small Towns & Rural Areas,” “From the Clerkship Coordinators Perspective,” and “From the Student Perspective: Medical Training Across Our State.” Georgia State Representative Butch Parrish spoke on how MCG, as Georgia’s only public medical school, has had and can continue to have an impact on the health of residents of Georgia. During a series of panel sessions, panelists sharing their insights with academic leadership on best practices for teaching medical students in a changing healthcare environment and dicers clinical teaching settings. To round out the session offerings, break-out teaching sessions addressed topics such as the cost of medical care, course evaluations, point of care ultrasound, wellness, resiliency, and setting teaching expectations.

Photos from MCG Statewide Faculty Development Conference
2018-2019 Goals for Statewide Faculty Development Conference:

1. Provide practical strategies for integrating learners into busy practices.
2. Highlight the role of MCG in the improvement of health in Georgia.
3. Invite leaders in institutions devoted to healthcare and education (e.g., Augusta University, Georgia Legislation, Regional Hospitals)
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. Some 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. For AY 18, there were two issues that examined topics within OB/GYN and norms within teaching in the health sciences. The Journal Scout’s last issue was in November 2017.

Visit grujournalwatch.wordpress.com to view the entire collection of journal reviews.

Examples of Journal Scout Reviews

- Ensuring the Pelvic and Breast Examination Skills of Medical Students
- Podcasts Trump Text When Learning Orthopedics
- The Storytelling Aspect of Being a Physician
- Rerouting the Empathy Train’s Path of Excitement, Shock, and Survival
- Thinking of Learning Communities as “Learner Centered Medical School Homes”
- Practical Teaching Strategies to Engage Today’s Learners
- Moving Beyond Cause and Effect when Measuring Curriculum Outcomes

2018-2019 Goals for Journal Scout:

Due to declining participation by reviewers and reallocation of EII effort to other initiatives, the Journal Scout program will not continue 2018/19.
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 educator and research skills workshops and Teaching Scholars Track sessions that are opened to all AU faculty. In addition, many of these sessions are available via videoconferencing to enhance access to MCG faculty across Georgia. **There was a total of 92 unduplicated workshop attendees during AY 2018.**

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.

Research Skills Workshops

Research skills workshops engage participants in interactive skill-building around various topics related to the development or carrying out of educational research. These workshops target new or developing educational researchers. Workshop participants have an opportunity to seek guidance for planned or ongoing projects during these workshop, and receive further support for their work 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, 2017</td>
<td>Capture and Share: Learning Experiences with Video: Capture, Editing, &amp; Dissemination</td>
<td>Jennifer Rose, MS Davina Jones, MEd</td>
</tr>
<tr>
<td>August 30, 2017</td>
<td>Qualitative Workshop Part 1</td>
<td>Tasha Wyatt, PhD</td>
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<tr>
<td>September 7, 2017</td>
<td>Writing Multiple Choice Questions - NBME Style</td>
<td>Tony Payne, PhD</td>
</tr>
<tr>
<td>September 20, 2017</td>
<td>Qualitative Workshop Part 2</td>
<td>Tasha Wyatt, PhD</td>
</tr>
<tr>
<td>September 21, 2017</td>
<td>Work Anywhere with WebEx: Scheduling, Arranging, Recording, Disseminating</td>
<td>Jennifer Rose, MS Davina Jones, MEd</td>
</tr>
<tr>
<td>October 16, 2017</td>
<td>Keeping Your Toolbox Organized: Technology to Make Academic Literature Manageable</td>
<td>A.J. Kleinheksel, PhD Gail Kouame, MLIS</td>
</tr>
<tr>
<td>October 19, 2017</td>
<td>Using Audience Response Systems</td>
<td>Anna Edmondson, PhD Puttur Prasad, PhD</td>
</tr>
<tr>
<td>November 14, 2017</td>
<td>MedEd Portal: Path to Publication</td>
<td>Kathy Davies, MLS</td>
</tr>
<tr>
<td>February 14, 2018</td>
<td>Social Media for Professional Development</td>
<td>A.J. Kleinheksel, PhD</td>
</tr>
<tr>
<td>February 22, 2018</td>
<td>Curriculum Development First Steps: Identifying Outcomes, Writing Objectives, and Designing Curriculum</td>
<td>A.J. Kleinheksel, PhD</td>
</tr>
<tr>
<td>March 15, 2017</td>
<td>Effective Presentations with PowerPoint &amp; Prezi</td>
<td>Chris White, MD</td>
</tr>
<tr>
<td>March 29, 2018</td>
<td>Reading and Analyzing Educational Research Articles</td>
<td>Tasha Wyatt, PhD</td>
</tr>
<tr>
<td>April 13, 2018</td>
<td>Basics to SPSS Part 1</td>
<td>Devon Eldridge, PhD</td>
</tr>
<tr>
<td>April 19, 2018</td>
<td>IT Series - BOX - Access and Share your Digital Content from Anywhere</td>
<td>Davina Jones, MEd Cameron Logan</td>
</tr>
<tr>
<td>April 20, 2018</td>
<td>Basics to SPSS Part 2</td>
<td>Devon Eldridge, PhD</td>
</tr>
<tr>
<td>May 3, 2018</td>
<td>Leading Effective Meetings: In Person and Via Video-Conference</td>
<td>Thad Wilkins, MD</td>
</tr>
<tr>
<td>May 17, 2018</td>
<td>IT Series - Desire2 Learn (D2L) - Introduction to AU’s Learning Management System</td>
<td>Davina Jones, MEd Cameron Logan</td>
</tr>
<tr>
<td>June 28, 2018</td>
<td>Designing a Survey</td>
<td>Tasha Wyatt, PhD</td>
</tr>
</tbody>
</table>
Workshop Feedback From Participant Evaluation Forms:

<table>
<thead>
<tr>
<th>Workshop</th>
<th>EII Workshop Evaluation Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing a Survey</td>
<td>4.86</td>
</tr>
<tr>
<td>Leading Effective Meetings: In Person and Via Video-Conference</td>
<td>4.75</td>
</tr>
<tr>
<td>Basics to SPSS Part 2</td>
<td>4.83</td>
</tr>
<tr>
<td>IT Series - BOX - Access and Share your Digital Content from Anywhere</td>
<td>5.00</td>
</tr>
<tr>
<td>Basics to SPSS Part 1</td>
<td>4.78</td>
</tr>
<tr>
<td>Reading and Analyzing Educational Research Articles</td>
<td>4.92</td>
</tr>
<tr>
<td>Curriculum Development First Steps: Identifying Outcomes, Writing Objectives, and Designing Curriculum</td>
<td>4.94</td>
</tr>
<tr>
<td>Social Media for Professional Development</td>
<td>4.84</td>
</tr>
<tr>
<td>MedEd Portal: Path to Publication</td>
<td>4.83</td>
</tr>
<tr>
<td>Using Audience Response Systems</td>
<td>4.88</td>
</tr>
<tr>
<td>Keeping Your Toolbox Organized: Technology to Make Academic Literature Manageable</td>
<td>4.92</td>
</tr>
<tr>
<td>Work Anywhere with WebEx: Scheduling, Arranging, Recording, Disseminating</td>
<td>4.81</td>
</tr>
<tr>
<td>Qualitative Workshop 2</td>
<td>4.92</td>
</tr>
<tr>
<td>Writing Multiple Choice Questions - NBME Style</td>
<td>4.97</td>
</tr>
<tr>
<td>Qualitative Workshop 1</td>
<td>4.93</td>
</tr>
<tr>
<td>Capture and Share: Learning Experiences with Video: Capture, Editing, &amp; Dissemination</td>
<td>4.48</td>
</tr>
</tbody>
</table>

*Metrics indicate attendees’ overall agreement regarding quality of the workshop content and presentation on a 1-5 scale from strongly disagree to strongly agree*

**2018-2019 Goals for Workshops:**

1. **Provide at least six educational workshops.**
2. **Record and disseminate at least 50% of workshops for both synchronous distance and asynchronous viewing.**
Interactive Websites

The Hub
The Office of Faculty Development identified a need for MCG faculty to quickly and reliably locate online faculty-related resources that were up-to-date and relevant. I.e., Google searches often yielded too many hits, and faculty could not readily recognize relevant and current resources. To address this problem, an online site was developed where vetted, relevant resources could be searched. This centralized place or “one stop shop” has been called the HUB and is designed primarily for MCG faculty. The website offers a search function that locates content through the AU website using broad categories searches such as campus, community, professional, development, research, teaching or wellness. Additionally, you can search by entering keywords into the HUB search engine that will yield more efficient searches with less outdated content. The HUB was a collaboration project of the Office of Faculty Development and the Web Services division of the AU Communications and was released in April 2018 - go.augusta.edu/mcghub. Next steps with the HUB are to improve accessibility of the site and then advertising its availability to faculty.

Navigating Educational Research
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.

2018-2019 Goals for the Interactive Website:

1. Facilitate widespread dissemination of the website to MCG faculty and staff.
2. Integrate the use of the website into the Educational Research Fellowship and Student Intern opportunities.
MCG Educator Faculty

In AY 2016, a number of MCG faculty were hired to be **MCG Educator Faculty** with dedicated time to focus on the importance work of improving medical education. To foster the successful academic and research development of this group, Dr. Paul Wallach, former Vice Dean for Academic Affairs, began hosting monthly meetings to discuss trends in educational research and to plan for the development of educational innovation at MCG. The Educator Faculty have also been recruited to present/teach in our Educational Teaching Scholars and Research Track.

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

2018 Annual Report 23
Since last year’s annual report, the Educator Faculty were organized into three innovation “niches” to promote collaboration among the members. These niches were based on three different innovative topics: simulation, diagnostic reasoning and global health. Members were assigned to the different groups based on interests and individual talents. As of February 2018, the oversight of the groups transferred to Dr. Renee Page, Associate Dean for Curriculum who will work with the Educator Faculty members in various areas within MCG curriculum.

### MCG Educator Faculty Innovative Niches

<table>
<thead>
<tr>
<th>NICHE</th>
<th>ASYNCHRONOUS LEARNING &amp; SIMULATION</th>
<th>DIAGNOSTIC REASONING &amp; VALUE BASED PRACTICE</th>
<th>GLOBAL &amp; PUBLIC HEALTH</th>
</tr>
</thead>
</table>
| Educator Faculty | Gregory  
Sturgis  
Tews  
Varghese  
Kleinheksel | Hryniuk  
Payne  
Spartz  
Tawfik  
Youssef  
Wyatt | Jirau-Rosaly  
Kaminstein  
MacArthur  
Powell |
| Lead Facilitator | Kleinheksel | Wyatt | Stepleman |
| Support Facilitator | Wyatt | Kleinheksel |
| Support | Educational Innovation Institute Staff, Faculty, Resources |
| Oversight | Gillies |

**2018-2019 Goals for Mentoring Educator Faculty:**

In 2018, Dr. Renee Page assumed oversight of how the Educator Faculty could contribute to MCG’s curriculum. The EII will continue to offer consultative services for this group of Educators.
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-pronged 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. More than 20 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.

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 48 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 &amp; Perioperative Medicine</td>
<td>86</td>
<td>Orthopaedic Surgery</td>
<td>61</td>
</tr>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>92</td>
<td>Otolaryngology</td>
<td>80</td>
</tr>
<tr>
<td>Cellular Biology &amp; Anatomy</td>
<td>95</td>
<td>Pathology</td>
<td>100</td>
</tr>
<tr>
<td>Emergency Medicine &amp; Hospitalist Services</td>
<td>80</td>
<td>Pediatrics</td>
<td>75</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>90</td>
<td>Pharmacology &amp; Toxicology</td>
<td>78</td>
</tr>
<tr>
<td>Medicine</td>
<td>71</td>
<td>Physiology</td>
<td>94</td>
</tr>
<tr>
<td>Neurology</td>
<td>56</td>
<td>Population Health Sciences</td>
<td>52</td>
</tr>
<tr>
<td>Neuroscience and Regenerative Medicine</td>
<td>48</td>
<td>Psychiatry &amp; Health Behavior</td>
<td>86</td>
</tr>
<tr>
<td>Neurosurgery</td>
<td>45</td>
<td>Radiology &amp; Imaging</td>
<td>78</td>
</tr>
<tr>
<td>Obstetrics &amp; Gynecology</td>
<td>62</td>
<td>Surgery</td>
<td>78</td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2018-2019 Goals for Faculty Preparation for Teaching:**

1. *Upgrade online module series with succinct, best practices.*
2. *Develop set of faculty development one pagers for faculty’s just in time use.*
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>Student Teaching Orientation</th>
<th>Online Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>21</td>
</tr>
</tbody>
</table>

= 100%

PGY-2 Residents

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

= 100%

2018-2019 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>Keerthana Bathala</td>
<td>Medical Summer Scholar</td>
<td>Faculty facilitator adherence to a simulation debriefing model</td>
</tr>
<tr>
<td></td>
<td>Rising 2nd Year Medical Student</td>
<td></td>
</tr>
<tr>
<td>Joseph Coppiano</td>
<td>4th Year Medical Student</td>
<td>Instrument development for a Fundamental Life Assumptions scale</td>
</tr>
<tr>
<td>Christian Ericson and Andy Williams</td>
<td>4th Year Medical Students</td>
<td>National survey of surgical clerkship directors</td>
</tr>
<tr>
<td>Humberto Guarduno</td>
<td>CURS Summer Research Program</td>
<td>Burnout among MCG’s residents</td>
</tr>
<tr>
<td></td>
<td>Undergraduate Student</td>
<td></td>
</tr>
<tr>
<td>Kevin Ma</td>
<td>3rd Year Medical Student</td>
<td>The impact of an emergency medical technician basic course on medical students prior to medical school</td>
</tr>
<tr>
<td>Cole Phillips</td>
<td>3rd Year Medical Student</td>
<td>Cultural assets in medical students</td>
</tr>
<tr>
<td>Callie Ray and Meera Kuntawala</td>
<td>2nd Year Medical Student</td>
<td>How religion/spirituality helps students navigate their medical education</td>
</tr>
<tr>
<td>Brian Sullivan</td>
<td>4th Year Medical Student</td>
<td>Perspective on orthopaedic medical student research-year experiences: Emerging trends and impact on trainees and the specialty</td>
</tr>
<tr>
<td>Lillie Tien</td>
<td>Medical Summer Scholar</td>
<td>Professional identity formation in simulation</td>
</tr>
<tr>
<td></td>
<td>Rising 2nd Year Medical Student</td>
<td></td>
</tr>
</tbody>
</table>

2018-2019 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.
3. Create a simulation elective for 4th year medical students to understand the concepts involved in conducting simulation including debriefing, assessment and research.
**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 undergraduates, graduate students, residents, postdoctoral fellows, and early career faculty in productive health sciences careers, particularly in areas of 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.

<table>
<thead>
<tr>
<th>Project: The Virtual Ovarian Cancer Academy</th>
<th>Principal Investigator: Nita Maihle, PhD</th>
<th>Funder: Department of Defense, 2015-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of this project is to foster the scientific maturation of early career investigators (ECIs) by administering a leadership curriculum that promotes professional success.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It also assists ECIs in learning how to engage with consumers and provide solutions to overcoming challenges and barriers to career development and translational science.</td>
<td></td>
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</tr>
<tr>
<td>The EII assesses trainees’ scientific progress and professional skill development during their participation in the program.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIDE is designed to assist ECIs with developing functional and translational genomics research projects related to blood disorders. The overall goal of this program is for participants to submit a grant application focusing on a HLBS disorder within two years of program completion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To achieve this goal, project directors have instituted an innovative peer mentoring program. The EII’s role on this project is to continually assess the effectiveness of the program by monitoring the mentees’ perceptions of the curriculum, their number of publications, the amount of external funding participants receive, the efficacy of the peer mentorship relationships, and other measures to ensure continuous improvement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project: GRISAT- Georgia Regents University Interprofessional Substance Abuse Training (GRISAT)</th>
<th>Principal Investigator: J. Aaron Johnson, PhD</th>
<th>Funder: Substance Abuse and Mental Health Services Administration (SAMHSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRISAT is a three-year training project addressing substance use throughout Georgia. GRISAT was awarded to AU’s Institute of Public and Preventive Health under J. Aaron Johnson, PhD (PI) to train health professional students and medical and psychology residents on how to screen patients and provide brief interventions for those who may have issues with drug and alcohol use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The EII's role on this project is to collect and analyze data to measure participants’ changes in knowledge, attitude, and clinical competency after receiving the training. The EII will also follow participants over time to determine whether the program promotes screening in their clinical practice.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project: Women’s Reproductive Health Research Career Development Program (WRHR-CDP)</th>
<th>Principal Investigator: Michael Diamond, MD</th>
<th>Funder: National Institutes of Health (NIH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of this project is to develop a new generation of Obstetrician/Gynecologist physician-scientists who can independently support and sustain careers in multidisciplinary research related to women’s reproductive health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This new training program will significantly and positively impact the field of women’s reproductive health research by helping to build a national pool of well-trained physician scientists who are committed to improving the healthcare of all women, and particularly those from underserved communities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2018-2019 Goals for Program Evaluation:**

Due to decreased faculty and staff resources, the EII will no longer be providing program evaluation services for grants. Brief consultations on education related program evaluations will be offered as consultation time permits. For 2018-19, the EII team will provide transitional assistance on the above grants as the PI’s identify new program evaluation support resources.
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 65 educational consultations for 37 different faculty, fellows, and students were conducted during AY 2018, with a total of over 201 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

**2018-2019 Goals for Consultation Services:**

1. Continue to offer 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.
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.

CURRENT AU ACADEMY OF HEALTH SCIENCE EDUCATORS

**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

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

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

**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 Londero, MD
- Matthew 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

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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
5) Discovery of novel methods for the development of educators within the health professions

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=80 Pieces of Educational Peer Reviewed Scholarship

2018-2019 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 three 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.
VII. Appendix 1: FacDev/EII Peer-Reviewed Educational Research Citations AY 2017-2018

*EII Member/Affiliate in Bold

Publications (18)


**Oral Presentations (28)**


Poster Presentations (26)


**Workshops/Roundtables/Small Group Discussions/Invited Speaker (8)**


Appendix 2: FacDev/EII Awards and Recognitions AY 2017-2018

*EII Member/Affiliate in Bold

1. **Stepleman LM,** Griffin J, Kriegel D. (2018, February). *Fostering an Inclusive Patient and Family Centered Care Environment for Sexual and Gender Minorities at AUMC - Grant Funded Project.* Augusta University Medical Center

2. **Young N.** (2017). *Outstanding Faculty Member Award.* International College of Dentists.


9. **Brown S.** (2017) *Distinguished Faculty Teaching Award for Clinical Science Teaching,* Augusta University.


12. **Zadinsky J.** (2018). *AU Faculty Senate Award for Outstanding Faculty of the Year.* College of Nursing, Augusta University.


