

Structured Summary

**Your name, Title, Department, Section:**

Jane Doe, MD, Department of Pediatrics, Section of Endocrinology

**Your responsibilities at BCM, in brief:**

*Here are a few examples of how you can describe your responsibilities at BCM.*

e.g. #1: I am a clinician-educator whose clinical work includes inpatient endocrinology consult service for 24 weeks/year (5 days a week) and outpatient clinic 2 half days a week x 48 weeks/year. My outpatient clinic responsibilities continue even when I am on inpatient service. I primarily teach during my inpatient and ambulatory service time. Additionally, I teach didactic lectures to endocrine fellows, pediatric residents on a regular basis. I also teach in the pre-clinical curriculum in the medical school and am a facilitator for PPS-2 course small group discussions.

e.g. #2: e.g. #2: I am a basic science educator who spends 90% of my time in basic science research and education and 10% on administration. My primary teaching effort consists of mentoring PhD students, post-doctoral fellows, medical students and undergraduate students in the SMART program who are conducting research in my lab. I also teach didactic lectures in graduate school courses and participate in small group teaching including journal clubs and lab meetings.

e.g. #3 – I am an educator-clinician whose primary work includes teaching duties in the school of health professions in both the didactic and clinical setting. Most of my teaching is done in the classroom, laboratory, and simulation setting. Additionally, one day a week, I teach residents and students at the bedside during my clinical work.

e.g. #4 – I am a clinician-educator whose primary work includes my role as a frontline provider in the surgical ICU. In my role, I have teaching duties to include lectures to the monthly residents, providing instruction and feedback to the residents during their rotation, and teaching in the nursing curriculum at the hospital. I also teach in a nurse practitioner program as a lecturer and a preceptor to students on clinical rotations.

**List of teaching and evaluation activities**

*Here are a few ways you can describe your teaching activities. The activities listed here are a variety of different teaching styles and venues and to different learners. They are not meant to be all of one applicant, but an example of how different activities can be presented.*

**Non-didactic Teaching**

Year(s) Involved	Description of Teaching Activities	Number and Type of Learner	Contact Hours/Year and Total Hours	Evidence of Quality
6 years (7/2015 to 6/2021)	<p><b>Operating Room (OR) teaching</b></p> <p>Average OR day 8 hours; one OR day per week</p> <p>I am with a learner for the entire OR time and teach for approximately half of the time</p>	<p>1 cardiovascular (CV) anesthesia fellow PGY V; 1-2 PGY I-IV anesthesia residents; 1- Student Registered Nurse Anesthetist (SRNA); 0-1 medical students</p>	<p>1 day a week x 4 hours a day x 40 weeks/year = 160 hours per year x 6 years = <b>total 960 hours</b></p>	<ul style="list-style-type: none"> <li>Excellent evaluations from CV anesthesia fellows: Average 6.5/7 (1-7 scale; n= 20 over 6 years) (see appendix A)</li> <li>Evaluations from Anesthesia residents with score 4.7 (1-5 scale) n=86 over 6 years (see Appendix B)</li> </ul>

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**Teaching & Evaluation**

				<ul style="list-style-type: none"> <li>• Best anesthesia teacher award from anesthesia residents (see appendix C)</li> </ul>
<p>5 years (7/2016-6/2021)</p>	<p><b>Labor and Delivery (L&amp;D)</b> Average L&amp;D shift = 12 hrs. My direct teaching time is approximately 4 hours per shift</p>	<p>3-4 Ob-Gyn Residents (PGY 1-3), 2-3 medical students (MS3 &amp;4)</p>	<p>4 hrs./shift x 6 shifts/month x 11 months/yr. x 5 years = <b>1320 hrs. total</b></p>	<ul style="list-style-type: none"> <li>• Appendix A: Ob-Gyn Residents evaluations (average 6.7 on 7 point scale)</li> <li>• Appendix B: Medical student teaching award</li> </ul>
<p>7 years (7/2015 to 6/2021)</p>	<p><b>In-patient teaching</b> As the attending, I teach residents during morning rounds and with short didactic lectures in the afternoon. I also supervise procedures and new admissions throughout the day.</p>	<p>1 Pulmonary and Critical Care Medicine (PCCM)/Critical Care Medicine (CCM) fellow, 2-3 Internal Medicine residents, 3-4 interns, 0-1 medical students, 0-1 pharmacy student per week- can be overlap between fellows but unique residents, interns, students each week on service</p>	<p>4 hours/day x 7 days a week x 12 weeks/year x 7 years = <b>total 2352 hours</b></p>	<ul style="list-style-type: none"> <li>• Critical Care Fellows evaluation scores 8.4 (1-9 scale; n=7) and excellent comments (see appendix C1)</li> <li>• Pulmonary/Critical Care Fellows evaluation scores 8.3 (1-9 scale; n=17) See appendix C2</li> <li>• Internal medicine resident/intern evaluations. Average score 4.5 (1-5 scale; n=136 over 7 years). See appendix C3</li> </ul>
<p>6 years (7/2015 to 6/2021)</p>	<p><b>In-patient teaching</b> Average shift is 12 hours As the Physician Assistant (PA) on the service, I teach the residents during morning rounds along with the attending and by myself in the afternoon about two hours per day.</p>	<p>1 intern or resident per shift</p>	<p>3 days a week x 3 hours a day x 46 weeks/year = 414 hours per year x 6 years = <b>total 2484 hours.</b></p>	<ul style="list-style-type: none"> <li>• Unsolicited email from attending on service attesting to my teaching skills (see appendix D)</li> <li>• Unsolicited email from resident thanking me for my teaching (see appendix E-deidentified email)</li> <li>• Solicited feedback through anonymous survey from residents that I worked with (see appendix G)</li> <li>• Solicited letter of support from attending Dr. XYZ (see appendix H)</li> </ul>

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6 years (7/2015 to 6/2021)	<b>Clinic/Ambulatory</b> Faculty clinic. I spend 2 half days (approx. 12 hours per week) in my own faculty clinic. I am accompanied by 2 learners. I teach about 10% of the time that I am with learners (discussing new and post-operative patients)	1 PGY3 resident and 1 Glaucoma fellow (PGY5 equivalent)	1.2 hours/ week x 45 weeks/year x 6 years = <b>total 324 hours</b>	<ul style="list-style-type: none"> <li>Resident evaluations of ambulatory teaching. Average 6.5 (1-7 scale) (see appendix A)</li> <li>Glaucoma fellow evaluations of ambulatory teaching. Average 8.5 (1-9 scale) and positive comments (see Appendix B)</li> <li>Unsolicited de-identified email from trainee praising my teaching during clinic (Appendix C)</li> </ul>
6 years (7/2015 to 6/2021)	<b>Clinic based teaching</b> Resident clinic. I spend 1 half-day (~4 hours per week) staffing the resident clinic at Ben Taub. I teach 75% of the time in this clinic.	~5 residents ~2 medical students	3 hours x 45 weeks x 6 years = <b>total 810 hours</b>	<ul style="list-style-type: none"> <li>Resident evaluations of teaching showing excellent scores on ambulatory teaching (average 6.8 on 1-7 scale)</li> </ul>

**Mentoring/Advising**

<b>Year(s) Involved</b>	<b>Description of Mentoring Activities</b>	<b>Number and Level of Mentee</b>	<b>Mentoring Hours/Year and Total Hours</b>	<b>Evidence of Quality</b>
1.5 years (12/2015-6/2017)	<b>Primary clinical research advisor.</b> Helped with research development, IRB submission, conduct of research and review of abstract and publication	2 PGY IV-VI PCCM fellows	20 hrs./year per fellow x 1.5 years = <b>total 60 hours</b>	Each fellow had 1 abstract and 1 publication. See appendix B
3 years 7/2016-6/2020	<b>Ph.D. Thesis advisor</b> Helped design research plan, individual experiments, interpret data, discuss next steps, abstracts, papers, and career mentoring	1 Cancer and Cell Biology program PhD student-years 3-6	1 hour weekly private meeting + ~1 hour per week ad hoc discussion + episodic review/editing of grants, papers, etc. (at least 2 hours per week) x 45 weeks/year x 3 years = <b>total 540 hours</b>	<ul style="list-style-type: none"> <li>Student had three abstracts and 2 publications-See Appendix D</li> <li>Current position post-doctoral fellow UT MD Anderson</li> </ul>

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**Teaching & Evaluation**

2 years 06/19- current	<b>Ph.D. Thesis advisor</b> Helped design research plan, individual experiments, interpret data, discuss next steps, abstracts, papers, and career mentoring	1 Cancer and Cell Biology program PhD student: years 2-current	Ave 3 hrs./week x 48 weeks in year 1 and 2 hrs./week x 48 weeks each in year 2 to current = <b>total 336 hours</b>	<ul style="list-style-type: none"> <li>• Student has two abstracts—See Appendix D</li> <li>• travel award,</li> <li>• paper in preparation current student</li> </ul>
6 years 01/2013 12/2019	<b>Post-doctoral fellow mentor</b> Helped design research plan, individual experiments, interpret data, discuss next steps, abstracts, papers, and career mentoring	8 Post-doctoral fellows over the 6 years for three years each in their training	<b>Total 1600 hours.</b> Approx. 2 hours/week per fellow. See table in appendix B for details of hours and activities.	<ul style="list-style-type: none"> <li>• See summary table of outcomes of each fellow and current positions (see appendix B)</li> </ul>
2017- 2019 8 weeks/ summer	<b>BCM SMART Program students mentoring</b> Mentoring of summer undergraduate students	Undergraduate students 1/yr.	Avg 1 hr./week x 8 weeks each year x 3 years = <b>total 24 hours</b>	<ul style="list-style-type: none"> <li>• Each prepared an abstract and presented work orally. Two also presented at their home institutions.</li> <li>• Two students have graduated and have joined Ph.D. programs. One is still an undergraduate</li> </ul>

**Didactic Teaching (Lecture Based)**

<b>Years Involved</b>	<b>Course Name or Description of Activity</b>	<b>Number and Type of Learner (s)</b>	<b>Preparation and Contact Hours/Year and Total Hours</b>	<b>Evidence of Quality</b>
7 years 2014- 2020	<b>BCM School of Medicine Foundations Basic to the Science of Medicine (FBSM) Course-</b> Endocrine Physiology – Five lectures (one hour each) annually	200+ MS-1 medical students	20 hours prep for new lecture in first year + 2 hours update/review for established lecture, 1 hour class time, 1 hour follow up emails/questions/ test question preparation= <b>total 230 hours</b>	<ul style="list-style-type: none"> <li>• Student evaluation of teaching average 6.7 (scale 1-7) -See Appendix C</li> <li>• Unsolicited email from course director on teaching</li> </ul>
5 years 2014- 2019	<b>Graduate School Core course</b> Molecular Methods. 3 unique one-hour lectures annually	60+ first year graduate students	40 hours prep for each new lecture (lectures not in my research area) + 2 hours update/review per	<ul style="list-style-type: none"> <li>• Student evaluation of teaching average 6.0 (scale 1-7)—see appendix C</li> </ul>

			year subsequently + 1 hr. lecture time each + 2 hour follow-up per lecture for emails and grading of post-tests = prep time 144 hrs. total +45 hrs. lecture and follow-up time total = <b>total 189 hours</b>	
6 years 2015-2021	<b>Ophthalmology residency core conference series</b> A one-hour glaucoma-related lectures repeated six times annually	12 PGY II-V residents per year	Prep time: 20 hours for new lecture in 1 <sup>st</sup> year and 2 hours update/review per year in yrs. 2-6 = 30 hrs. prep time Teaching time: 1 hour class time/lecture x 6/yr. x 6 years= 36 hours. <b>Total 66 hrs.</b>	<ul style="list-style-type: none"> <li>Lecture evaluations with excellent scores and comments (see Appendix D.)</li> <li>High performance on glaucoma section in Boards (see appendix E)</li> <li>Solicited letter of support from Ophthalmology program director (see appendix F)</li> </ul>
10 years (7/2010-7/2020)	<b>Physician Assistant (PA) Student Women's Health Lecture Series:</b> Labor and Delivery (2 unique one-hour lectures repeated annually)	35 PA students/yr.	15 hrs./lecture to create lectures in yr. 1 and 1 hrs./lecture update annually +2 hr./year class time+2 hr./year test question prep= <b>Total: 70 hrs.</b>	Appendix A: Student evaluations (avg 9.7 on 10 point scale)
2018, 2020	<b>Department Grand Rounds</b> -DKA-2018 -Primary adrenal insufficiency-2020	Approx. 50 attendees (faculty, fellows and residents, medical students)	30 hrs. per each lecture + 1 hour lecture time each = <b>62 hours total</b>	<ul style="list-style-type: none"> <li>Letter of appreciation from Chair of Department (see appendix F)</li> <li>Unsolicited email from peer (see appendix G)</li> </ul>

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<p>2018, 2020</p>	<p><b>American College of Cardiology Annual Meeting</b>                  2018: To Beat or Not to Beat-Rare arrhythmias                   2020: Criteria for cardiac transplant in the COVID era</p>	<p>Approximately 75 attendees for 2018 lecture.                   2020 virtual lecture attended by 90 attendees synchronously and 73 additionally asynchronously</p>	<p>For each of these national presentations, I spent 60 hours each researching the literature, preparing the talk, practicing presentation skills in front of colleagues in Section = <b>total 120 hours</b></p>	<ul style="list-style-type: none"> <li>• Evaluations from attendees in outstanding range                         <ul style="list-style-type: none"> <li>○ See Appendix C1 2018 evaluations</li> <li>○ See Appendix C2 2020 evaluations</li> </ul> </li> </ul>
<p><b>Small/Large Group Facilitation</b></p>				
<p><b>Year(s) Involved</b></p>	<p><b>Course Name or Description of Activity</b></p>	<p><b>Number and Type of Learner (s)</b></p>	<p><b>Preparation and Contact Hours/Year and Total Hours</b></p>	<p><b>Evidence of Quality</b></p>
<p>6 years 2014-2020</p>	<p><b>BCM School of Medicine PPS Course Small Group Session-</b> Delivering difficult news. One small group session annually</p>	<p>4-5 Medical students/session</p>	<p>1 hour preparation and 1 hour session/year = <b>total 12 hours</b></p>	<ul style="list-style-type: none"> <li>• Letter of appreciation from course director -appendix A</li> <li>• Evaluation of facilitator score 4.5 (scale 1-5)- appendix B</li> </ul>
<p>5 years 2015-2020</p>	<p><b>Regional Critical Care Resident Ultrasound Workshop</b>                  Annual new resident ultrasound workshop</p>	<p>8 BCM residents + 4 UTH residents per session</p>	<p>Workshop development 20 hours year 1 + 2 hours update/year = 28 hrs.                  1 session per year x 4 hours per session x 5 years = 20 hours  <b>Total 48 hours</b></p>	<ul style="list-style-type: none"> <li>• Workshop evaluations (average score 4.8 out of 5): Appendix A1</li> <li>• Improvement on post-workshop scores on medical knowledge and clinical skills of ultrasound use in ICU: Appendix A2</li> </ul>
<p>8 years (1/2012-1/2020)</p>	<p><b>OB/GYN Simulation Course:</b> Postpartum Hemorrhage                  Simulation is held every month for 10 months/year. Each session lasts for 4 hours of direct teaching</p>	<p>4 residents, 3 nurses, 2 faculty/session</p>	<p>Course creation: 60 hrs. in first year and Annual Update: 2 hrs./year in yr. 2-8 = 74 hrs.                  One 4 hr. session/mo. (10 total/yr.) = 40hrs/year x 8 yrs. = 320 hrs.  <b>Total 394 hrs.</b></p>	<ul style="list-style-type: none"> <li>• Appendix A: Learner evaluations and comments</li> <li>• Appendix B: Improved learner performance</li> </ul>

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4 years (3/2016-3/2020)	<b>BCM School of Medicine MS 2 Ethics Small Group Course</b> Small group discussion on ethics cases as a part of Ethics Course in MS-2 year	8 MS2 students/yr.	2-hr session/week x 6 weeks (12 hrs./yr.) 4 hrs./week to review case write ups x 6 weeks (24 hrs./yr.) <b>Total= 36 hrs./yr. x 4 yrs. = 144 hrs.</b>	<ul style="list-style-type: none"> <li>Appendix A: Medical Students evaluations (avg 6.8 on 7 point scale)</li> </ul>
3 years (7/18-7/20)	<b>BCM Grad school Small Group Facilitation</b> Responsible conduct of research sessions	6 grad students or post-docs/sessions	3 x 1 hour sessions/year. 30 min prep per session = <b>total 13.5 hours</b>	<ul style="list-style-type: none"> <li>Invited back by course director to be facilitator repeatedly</li> </ul>
6 years (7/2015-7/2021)	<b>BCM Lab Research Meetings</b>	3 graduate students and 3 post-docs/session	1 hour session/week x 40 weeks/year x 6 years = total 240	<ul style="list-style-type: none"> <li>Successful research productivity of trainees (see appendix C list of trainees and their productivity and current position)</li> </ul>

**Online teaching as part of an online distance education course (not COVID-19 virtual teaching)**

Year(s) Involved	Description of Activity	Number and Type of Learner (s)	Preparation and Contact Hours/Year and Total Hours	Evidence of Quality
2011-2021	<b>Leading and Managing Healthcare Systems</b> (NLMHS-83105). Teach all the content in the 8 modules in this 3 semester online course.	16-24 SRNAs are enrolled in the course each year. This includes 1-6 CRNAs who are students in our MS-DNP track. (average 18 learners per year x 10 yrs. = 180 learners)	The first year prep was 20 hours per module (20x7=140 hours), and subsequent years 5 hours/module (7x5x10 yrs.=350 hours. Teaching hours are 5-10 hours per module per year (7.5 hrs. x 7 modules x 10 years = 525 hours. Total hours=1015	<ul style="list-style-type: none"> <li>Instructor evaluations for each year averaging 4.8/5 over 10 years. (appendix A)</li> </ul>

**Other**

Year(s) Involved	Description of Activity	Number and Type of Learner	Contact Hours/Year	Evidence of Quality
2017, 2018, 2019	<b>School of Health Professions Research Day</b> Poster Judging	Health professions students	4 hours reviewing abstracts prior to session and 1 hour during session to view and discuss = 5 hrs./year x 3	<ul style="list-style-type: none"> <li>Invited to return as poster judge every year.</li> </ul>

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			years = <b>15 hrs. total</b>	
4 years 2017- 2020	Member, fellowship interview and selection committee	Pediatric residents- approx. 25 interviews/ year	30 minute review of application and 30 minute interview per applicant + 4 hour selection meeting per year = 29 hrs./year x 4 years = <b>total 116 hours</b>	<ul style="list-style-type: none"> <li>• Successful recruitment of fellows with full match every year</li> </ul>

**Discussion of Breadth**

My teaching activities include various teaching modalities including large group didactic teaching, in-patient teaching, ambulatory teaching and small group teaching. My learner groups are diverse including Pediatric ID fellows, pediatrics residents, ID faculty, medical students, PA students and peers. I have taught at a local, regional and national level.