

The Teaching Academy Annual Report

July 2023-June 2024

The mission of the Teaching Academy is to become a **community** of educators that leads **educational innovation** and scholarship by fostering diversity, equity, and inclusion and promoting faculty members' pursuit of **education excellence** and **scholarship**.

572

Attendees at
Teaching
Academy
Programs

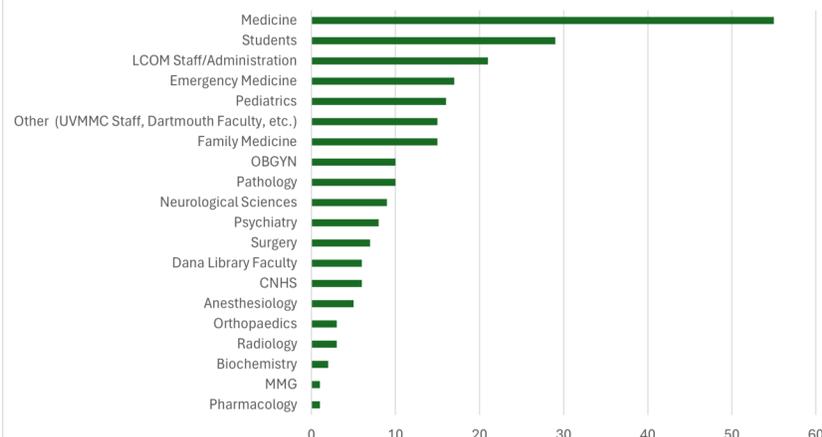
239

Unique
Attendees



Snow Season Education Retreat 2024

Departments Represented at Programs



CURRENT MEMBERSHIP

212

Distinguished Educators

22

Expert Teachers

56

Members

119

Associate Members

15

New Teaching Academy Membership Levels

The **Protégé** member level is now **Associate Member** and encompasses early career faculty as well as residents/fellows/postdocs. Residents/fellows/postdocs must still complete a scholarly project and have a Teaching Academy sponsor. New Assistant Professors will have extra support and targeted communication about attending Teaching Academy events and will have a 2-year time limit to reapply at the Member level.

In addition to this shift in our entry membership level, **Master Teacher** level is now **Expert Teacher**. In keeping with the current trends in academies across the country, we want to highlight the level of skill that this level of membership requires.

2024 Teaching Academy Curriculum Development and Educational Scholarship Award

Estelle Spear Bishop, PhD
Building Empathy Among Medical Educators to Promote Accessibility for Visually Impaired Students



Frymoyer Scholars Program

Bronwyn Bryant, MD

Consequential Validity of Entrustable Professional Activities in Pathology Residency Training

Justin DeAngelis, MD; Collaborator: Mackenzie Delzer, MD Turn Transition to Residency Training Courses into Academic Success Throughout Residency Using Novel Educational Techniques

Laura Mulvey, MD; Collaborators: Daniel Ackil, MD; Daniel Bak, MD; KC Collier, MD; Jordan Ship, MD; Julie Vieth, MD; Ashley Weisman, MD; Luke Wohlford, MD; Bruce Barry, RN, Paramedic; Rachel Bombardier MS3
In Situ Simulation in the Critical Access Hospital

Projects began July 2023

Scan the QR code to learn more about the Frymoyer Scholars Program



Teaching Academy Awards for Teaching and Educational Excellence

Innovation in Curriculum Development or Pedagogy Award

Anisha Rimal, MD, Pediatrics

Educational Scholarship Award

Bei Zhang, MD, PhD, MLS(ASCP)CM, Pathology and Laboratory Medicine

Outstanding Contribution Award

Clara Keegan, MD, Family Medicine

Frederick C. Morin III, MD Educational Leadership Award

William V. Raszka, Jr., MD, Pediatrics

Distinguished Service Award

Cate Nicholas, EdD, PA, Obstetrics, Gynecology, and Reproductive Sciences



UVMHN Medical Group Education Awards

Continuing Medical and Interprofessional Education (CMIE) Educator of the Year

Joseph Miller, BA, Central Programs Education

Graduate Medical Education (GME) Educator of the Year

Mirabelle Sajisevi, MD, Surgery

second to none.”

ROBERT LARNER, M.D., M.P.H.



Medical Education Fellowship Program

2023-2024 Cohort

Estelle Bishop, PhD (Not pictured)

Erin D'Agostino; MD (Not pictured)

Elzerie de Jager, MBBS, PhD

Georgia Farrell, MD

Ali Jandal, MD

Colton Jensen, MD

Steve Merena, DPM

Anna Ricci, PhD

Ashley Weisman, MD

Medical Education Grand Rounds

- ⇒ Navigating the Roadblocks: Moving Forward in Pathways to Diversity
- ⇒ Integrating Planetary Health into Medical Education: A Panel Discussion and Workshop
- ⇒ Readiness for Residency: Who Should Own This?
- ⇒ When the Classroom, Meeting or Training Gets Odd - Classroom Dynamics
- ⇒ Bridging the Transition to Residency with Coaching
- ⇒ Self-Determination Theory: Motivating Lifelong Learning
- ⇒ Continuous Quality Improvement in Action: “Quality is not an act; it is a habit”
- ⇒ Frymoyer Scholars Program Showcase
- ⇒ Artificial Intelligence in Medical Education



NEW in 2024! Publication Stipend

The Teaching Academy Publication Stipend is dedicated to helping Members defray publication costs of up to \$500 for manuscripts on healthcare or medical education-related topics accepted for publication in education journals or education-focused sections of relevant academic journals.

Essentials of Teaching and Assessment

September 21-22, 2023

Plenary 1: Strategies for Fostering and Supporting Diversity, Equity, and Inclusion in the Learning Environment

Lee Rosen, PhD; Katie Wells, MD, MPH

Plenary 2: Creating a Positive Learning Environment

Nathalie Feldman, MD; Judith Lewis, MD

Snow Season Education Retreat

January 17-19, 2024

Plenary: Earth and Health - Integrating Planetary Health into Medical Education

Carlos Faerron Guzman, MD, MSc

Associate Professor and Program Director, Global Health Programs, University of Maryland Baltimore; Director, Centro Interamericano para la Salud Global (CISG); Associate Director, Planetary Health Alliance, Harvard T.H. Chan School of Public Health; Adjunct Faculty, Oral Health Policy and Epidemiology at Harvard University

Selected Publications by Teaching Academy Members

Althoff RR, Bagot KS, Dickstein DP, Drury SS, Findling RL, Billingsley MK, Singh MK. Peer Review in JAACAP Open: Promoting Integrity While Advancing Open Science. *J Am Acad Child Adolesc Psychiatry Open*. 2023

Brown W, Afshari S, Zhou M, Lythgoe R, Walsh R, **Hielscher A**. Living and post-mortem CT scans in the gross anatomy lab: a study investigating differences in first-year medical students' exam performance and perceptions. *Anatomical Science Education*. 2023. <https://doi.org/10.1002/ase.2371>

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Cabana MD, de Alarcon PA, Allen E, Bean XD, Brophy PD, Cordova de Ortega L, Degnon L, **First LR**, Denery PA, Salazar JG, Schlei C, St Geme JW 3rd, Parra-Roide L, Walker-Harding LR. Pediatric Department Approaches to Promote Diversity, Equity, and Inclusion. *J Pediatr*. 2024 Feb 6;113951. doi: 10.1016/j.jpeds.2024.113951

Carvey M, Omidvar A, Wan E, Hynes A, **Lentz S**. Effectiveness of the Introduction to Critical Care in Emergency Medicine Curriculum's Implementation Amongst Trainees Interested in Intensive Care, The Journal of Emergency Medicine, 2024, <https://doi.org/10.1016/j.jemermed.2024.03.012>.

de Jager E, Osman SY, Sheu C, Moberg E, Ye J, Liu Y, Cohen ME, Burstin HR, Hoyt DB, Schoenfeld AJ, Haider AH, Ko CY, Maggard-Gibbons MA, Weissman JS, Britt LD. Identifying Population-level and Within-Hospital Disparities in Surgical Care. *J Am Coll Surg* 2024. doi: 10.1097/XCS.0000000000001113

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Heck AJ, Arja S, Bauler LD, Eldeeb K, **Huggett KN**, Newell AD, Quesnelle KM, Sadik A, Saks N, Smith PJ, Wisco JJ. Evaluation of an Educational Scholarship Fellowship Program for Health Professions Educators. *Medical Science Educator*. 2024 May 2:1-6

Henry A, Mann-Gow T, Agbasi N, Jeremiah C, **Onuigbo MA**. Unusual Polydipsia-Polyuria Syndrome, Hybernatiemia, and Hypercoagulability: What Is the Diagnosis? *J Am Soc Nephrol* 34: 2023, 934 (SA-P0742)

Kerns S, Beck Dallaghan G, Borges N, **Huggett K**. Where Do We Go From Here? An Inventory of Publicly Available Data About Educator Academies, Medical Education Departments, and Offices of Medical Education. *Academic Medicine*, May 14, 2024. DOI: 10.1097/ACM.00000000000005762

Levy S, **Holterman LA**, Dougherty A. Development of the Gender Equity Report Card. *Academic Medicine*, 98(11s), S177-S178. DOI: 10.1097/ACM.00000000000005394

Lu L, Noronha CF, Fortuna RJ, Tobin D, **Sobel HG** (Eds). *Leading An Academic Medical Practice*. Second Edition. **Sobel HG; Pasanen M**: Chapter 1 "Clinical Director Roles and Expectations". Fortuna RJ; **Sobel HG**: Chapter 25 "Population Health and Quality". Fortuna RJ, Berkenblit G, **Sobel HG**. Chapter 26: "Dashboards to Support Academic Practices"

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McIntosh T, Pendo E, Walsh HA, Baldwin KA, **King P**, Anderson EE, Caldicott CV, Carter JD, Johnson SH, Mathews K, Norcross WA, Shaffer DC, DuBois JM. What Can State Medical Boards Do to Effectively Address Serious Ethical Violations? *J Law Med Ethics*. 2023;51(4):941-953. doi: 10.1017/jme.2024.6

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