**example 16: MASTER EDUCATOR**

**EDUCATION RESEARCH AND SCHOLARSHIP WORKSHEET**

|  |  |
| --- | --- |
| **Title and Brief description of project** | “XYZ Health and Disease in Women”, A slides project for XYZ national specialty organization The slides may be viewed without purchase:  [www.A-Z.com](http://www.A-Z.com)  |
| **Your role in development and years involved in this role** | * I was the creator, Senior Editor, and served as author of several sections
* The creation of a case compendium was my innovation.
* The project began 3 years ago (Year X) and was completed in Year Y
 |
| **Co-Investigator(s)** | * I collaborated with name, name, name and name
 |
| **Number of people affected****(Quantity)** | This project has a widespread impact as it is available for viewing for free on the web and for a cost if the slides are to be downloaded. |
| **Goals** | This is an evidence-based resource for students, fellows, and internists, OB/GYN’s, family practitioners and specialists.  This is a compilation of 546 slides, the only collection on this topic with companion notes, references, and cases for self-directed learning and teaching. Each set has questions and cases accompanying them.Needs Assessment Results: * Women are the greatest utilizers of health care in this country
* There are many disorders that have a gender predisposition:  functional bowel disorders, gallstones, autoimmune liver disease, etc.
* There was no available teaching resource in XYZ specialty for this purpose

The project design was created by a distinguished committee of authors.  The authors met in person at an earlier conference and work was completed by numerous phone meetings and email exchanges.*After reviewing the slides, the learner will be able to:* 1. Discuss differences in sex-based biology
2. Review effects of hormones on the GI tract
3. Recognize the presentation and management of XY and Z diseases in women
4. Assess the effect of pregnancy on the presentation and/or course XY and Z diseases
5. Outline issues related to nutrition
6. Define the impact of abuse and domestic violence on the presentation of problems
7. Evaluate the overall effect of sex differences in XY and Z patients
 |
| **Methods** | The methods included:1. A needs Assessment – see above
2. Development of Goals and Objectives
3. Development of slide set, cases, notes, and references Each of the senior authors worked with and mentored a junior author to create their sections/contributions
4. A learner assessment plan
 |
| **Evaluation Methods and Findings** | * All slides underwent peer review by national experts who were involved in the project design
* Learner self-assessments were created for the slide sets and may be used by the learners or their fellowship directors. Learner assessment showed enhanced knowledge (as rated XYZ on ABC measures), changed attitudes (data….) and increased confidence in A, B and C areas (data).
 |

|  |  |
| --- | --- |
| **Evidence of Quality** | 1. The slides were the basis for a symposium which I chaired in X Year at XYZ national meeting in Chicago. The room was an overflow crowd. The feedback from the session was excellent and there have been requests for a Part II next year.
2. Multiple Fellowship directors (including those in other specialties) have contacted me and are using the slides set for their fellows’ educations. 3 require the slide set as part of their curriculum.
3. $X raised from downloads of the full slide set and proceeds benefit the XZY national organization.
4. This is the only resource in the world on XYZ health
 |
| **Evidence of Dissemination** | 1. The slides are posted: [www.A-Z.com](http://www.A-Z.com) .
2. I chaired a symposium based upon the slide set in X Year, at XYZ national meeting
3. The slides were the basis of a book chapter in the premier specialty textbook in XYZ (citation here)
 |
| **Reflective Critique** | The collaborative creation of an evidence-based resource for students, fellows, and internists, OB/GYN’s, family practitioners and specialists was received positively and builds on existing curricular materials through the inclusion of companion notes, references, and cases for self-directed learning and teaching. The impact of this mobile curriculum is noteworthy especially given learning in the post-pandemic era. Limitations include the concern that materials need updating and thus harnessing writers and editors to ensure materials are up-to-date will be a challenge. Refreshing assessment items will also be an area of focus for the research team. In addition, we are considered more qualitative approaches to understand how a mobile curriculum such as this enhances learning among graduate trainees in low resource environments. |