**example 3: Master Educator**

**Direct Teaching WORKSHEET**

This example is one of 5 examples by this faculty member in the area of direct teaching. Her examples provided evidence of quality (similar to this example), and at varying degrees of dissemination of her work. They also demonstrated breadth of her teaching ability: Medical Student Physical Diagnosis Preceptor, Resident Attending Preceptor (Inpatient and Outpatient), and primary teacher of another CME workshop within her specialty.

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| --- | --- |
| **Title of teaching activity** | Common Musculoskeletal Injuries Workshop: Interactive workshop with video and an unfolding cases with internet resources. Session within CME Board and Update Course |
| **Your teaching role** | I developed and implemented the entire session, served as the lecturer and as a small group facilitator during the workshop |
| **Co-teacher(s)** | I taught with X |
| **Level of learner** | Fellows, nurses and faculty – national audience |
| **Contact with Learners****(Quantity)** | 1. Direct teaching contact time: 4 hour session, 2 times per year
2. Total hours/year: 8 hours/year
3. #Learners/session: Lecture: 100 learners/session (200 different learners/year for 1 hour lecture), 15 of the 100 learners/session also attended my small group which was 3 hours of the 4 hour workshop (30 different learners/year for 3 hour workshop).
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| **# Years Teaching** | 5 years: Year X- Present |
| **Goals** | By the end of the workshop, learner should be able to: 1. Differentiate between degenerative and traumatic causes of the most common musculoskeletal injuries in adults
2. Explain the appropriate evaluation of a patient with knee pain and shoulder pain
3. Demonstrate accurate basic diagnostic physical exam maneuvers
4. Identify which patients need urgent orthopedic consultation
5. Create a basic therapeutic plan for each of the most common injuries
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| **Methods** | Videos, unfolding case, demonstration, small group activities |
| **Evidence of Quality** | 1. Invited to speak on this topic each year of this CME course
2. Quantifiable comparative data on your teaching effectiveness (see grid below)
3. Comments from learners (Every 4th comment from the last 2 years included in Appendix A)
4. Observation and Assessment by Colleagues: The program director for the entire course participated in my course for the purpose of evaluation. See Appendix B for a letter he wrote stating that the teaching and design was the best of the program.
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| **Evidence of Dissemination** | 1. Invited to teach a similar workshop for my national specialty meeting
2. Materials have been adopted by 6 colleagues at other institutions nationally to develop similar workshops for residents and faculty and at regional conferences
3. I created a syllabus (including the cases), handouts, and faculty guide that were accepted to MedEdPORTAL
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**Quantifiable Teaching Evaluation Data**

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| --- | --- | --- | --- | --- |
| **Year** | Year 1 | Year 2 | Year 3 | Year 4 (current) |
| Teaching Effectiveness **Lecture**Scale: 1-4, 4 best | N= **100**Rating= **3.6**Average Rating=**3.1** | N=**90**Rating= **3.8**Average Rating=**3.2** | N=**95**Rating=**3.8**Average Rating=**3.3** | N=**110**Rating=**3.7**Average Rating=**3.3** |
| Teaching Effectiveness **Small Group**Scale: 1-4, 4 best | N= **15**Rating= **3.86**Average Rating=**3.4** | N=**12**Rating= **3.7**Average Rating=**3.5** | N=**15**Rating=**4.0**Average Rating=**3.4** | N=**16**Rating=**3.67**Average Rating=**3.3** |

1. **Overall Evidence of Teaching Quality**
* **Awards:**
	+ Year 1 Clinician of the Year Award (Department XYZ)
	+ Year 2 Excellence in Teaching Award, Institute for Medical Education (MSSM)
	+ Year 4 Excellence in Third Year Medical Student Teaching (Department XYZ)
	+ Year 8 (current) Excellence in Teaching Award (Department XYZ)