

CV Workshop: Promotion to Associate Professor

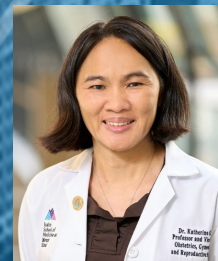
Lauren Peccoralo, MD, MPH

Senior Associate Dean for Faculty Well-Being and Development

Professor of Medicine

Special thank you to Katherine T Chen MD, MPH

Reena Karani, MD



Objectives

- Review brief guidelines for reviewers
- Describe the CV template and criteria by track
- Delineate the guidance for the CV narrative
- Break out into small groups based on track for a Q & A.

Determine Your Track

1. Clinical Practice & Administrative Leadership

Full-time faculty physicians and select other clinically-oriented faculty who devote 90 percent or more of their professional activities to clinical practice, clinical teaching, clinical lab leadership, and/or leadership roles in clinical administration



2. Research

Scientists who are key members of a research team, support the activities of multiple investigators or a Shared Resource Facility (SRF), or play a substantial institutional leadership and are not expected to direct independent research programs



3. Clinician Educator or Scientist Educator

Physicians and/or scientists who demonstrate a scholarly approach to teaching and education practice, and b) contribute to the dissemination of knowledge in a clinical or scientific field, in health professions, or in the practice of biomedical education.

4. Investigator

Full-time faculty members with scholarly output that includes high quality publications, acquisition of extramural funding and evidence of innovation with broadening impact overtime.



5. Voluntary

Physicians, clinicians or scientists who are not employed by the institution (but may have privileges) or part-time employees who provide invaluable clinical, educational, administrative and research contributions to the Icahn School of Medicine



Understand the Process (Example: Medicine)

CV

CURRICULUM VITAE (as of Oct 2018)
KATHERINE T. CHEN, M.D. M.P.H.

ACADEMIC APPOINTMENTS:

1994-1998 Clinical Fellow of Obstetrics, Gynecology, and Reproductive Biology
Harvard Medical School, Boston, MA

1998-1999 Instructor of Obstetrics and Gynecology
New York University School of Medicine, New York, NY

1999-2002 Instructor of Obstetrics, Gynecology, and Reproductive Biology
Harvard Medical School, Boston, MA

2002-2003 Assistant Professor of Obstetrics, Gynecology, and Reproductive Biology,
Harvard Medical School, Boston, MA

2003-2007 Assistant Professor of Obstetrics and Gynecology,
College of Physicians and Surgeons, Columbia University, New York, NY

2004-2007 Assistant Professor of Epidemiology,
Mailman School of Public Health, Columbia University, New York, NY

2007-2008 Assistant Professor in Obstetrics, Gynecology and Reproductive Science
Icahn School of Medicine at Mount Sinai, New York, NY

2009-2016 Associate Professor in Obstetrics, Gynecology and Reproductive Science
Icahn School of Medicine at Mount Sinai, New York, NY

Addendum

CURRENT PRACTICE UNDER REVIEWER'S SUPERVISION

NEW APPOINTMENTS & PROMOTION: ASSOCIATE PROFESSOR AND PROFESSOR RANKS

Candidate Name: _____ Experience: _____ Date: _____

Please fill in all applicable boxes, and indicate "N/A" if not applicable.

☐ U.S. born and currently in U.S. ☐ Foreign born ☐ U.S. born and currently in U.S. ☐ Foreign born ☐ U.S. born and currently in U.S. ☐ Foreign born

PRACTICE CHARACTERISTICS

1. Primary Care: ☐ Yes ☐ No

2. Academic: ☐ Yes ☐ No

3. Clinical: ☐ Yes ☐ No

4. Research: ☐ Yes ☐ No

5. Other: ☐ Yes ☐ No

Chair Statement

It is with the greatest pleasure that I recommend Dr. Katherine T. Chen for promotion to Professor of Obstetrics, Gynecology, and Reproductive Science on the Clinician-Educator track. Dr. Chen is board certified in Obstetrics and Gynecology (Ob-Gyn) and has clinical expertise in Obstetric Infectious Diseases. She has emerged as a national leader in the Use of Technology in Ob-Gyn Education.

Dr. Chen earned her B.S. (with honors) and B.A. (with distinction) from Stanford University. She achieved her M.D. from Harvard Medical School. She completed her residency at Harvard Medical School's Combined Program in Ob-Gyn at Brigham and Women's and Massachusetts General Hospitals. She was elected Administrative Chief Resident in her final year. She then completed an M.P.H. from Columbia University with an American Congress of Obstetrics and Gynecology (ACOG) Health Policy Award. She was an exemplary faculty member at New York University, Harvard Medical School, and Columbia University College of Physicians and Surgeons before joining Icahn School of Medicine at Mount Sinai.

Over the past six years at Sinai, Dr. Chen has distinguished herself as an educator and a role model, receiving numerous teaching honors in our Department as well as the institution. She has clinical expertise in Obstetric Infectious Diseases, co-directs a specialized clinic, and has published in top journals in the field as well as disseminating her knowledge internationally via web-based and mobile technology. Her recent research endeavors in the Use of Technology in Education have led to national speaking engagements and national committee roles.

Teaching Accomplishments

Dr. Chen is the leader in educational initiatives in my department as the Vice-Chair of Ob-Gyn Education, Department of Obstetrics, Gynecology, and Reproductive

Referees

REVIEWER NOMINEE LIST
Associate Professor, Clinical Practice Track (6 Reviewers Required)

REVIEWER'S NAME (Last, First, Middle Initial)	REVIEWER'S CONTACT INFORMATION
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

Publications

OBSTETRICS & GYNECOLOGY

Volume 97 February 2003 Number 2

Cost-Effectiveness of Elective Cesarean Delivery in Human Immunodeficiency Virus-Infected Women

KATHERINE T. CHEN, MD, MPH; KANAMEL S. SHAL, MD, AND RUTH E. THORNTON, MD

(Objective) To evaluate the cost-effectiveness of an elective cesarean delivery strategy in human immunodeficiency virus (HIV)-infected women requiring cesarean delivery to prevent perinatal transmission.

(Methods) A cohort study of 100 HIV-infected women who presented for cesarean delivery at a tertiary care hospital. All women had a confirmed HIV infection and were on antiretroviral therapy. The average age was 30.5 years and the average parity was 1.5.

(Results) The average cost of a cesarean delivery was \$10,000. The average cost of a vaginal delivery was \$5,000. The average cost of a cesarean delivery was \$10,000. The average cost of a vaginal delivery was \$5,000.

Division A&P Committee

Department A&P Committee

Applicant Uploads documents to Sinai Central

Vetting of Rank & Track and Reviewers Contacted

A&P Subcommittee (Research/Clinical Review and Recommendation

Full Committee of School A&P Committee Approves and sends to Dean

Reviewers for Voluntary Track

5 Reviewers



- Geographically diverse
- Recognized experts in field (or knowledgeable of candidate's field)
- At Assoc Prof or Prof rank (or = senior stature if reviewer from gov or industry)



- Internal (ISMMS or its affiliates or former ISMMS faculty)
- Former mentors
- No more than one (1) reviewer from the same external institution



Reviewers for Research Track

6 (tenure15) Reviewers



- Geographically diverse
- Recognized experts in field (or knowledgeable of candidate's field)
- At Assoc Prof or Prof rank (or = senior stature if reviewer from gov or industry)



- Internal (ISMMS or its affiliates or former ISMMS faculty)
- Former mentors
- No more than one (1) reviewer from the same external institution (2 for tenure)



Reviewers for Clinical Practice / Admin Track

6

Reviewers



- **Geographically diverse**
- **Recognized experts in field (or familiar with candidate's field)**
- **At Assoc Prof or Prof rank (or senior leadership in their school, hospital, or professional organization)**



- **Internal (ISMMS or its affiliates or former ISMMS faculty who left less than 4 years ago)**
- **No more than one (1) reviewer from the same external institution**



Reviewers for Clinician Educator or Scientist Educator Track

**10 (tenure15)
Reviewers**



- Geographically diverse
- Experts in or sufficiently familiar with the candidate's field
- At the Assoc. or Prof rank (or an equivalent senior position if reviewer is from government or industry)



- Internal (ISMMS or its affiliates or former ISMMS faculty who left less than 4 years ago)
- Former mentors
- Individuals with whom candidate has collaborated during past 3 years (shared funding or published together) from any institution.
- No more than two (2) reviewers from the same institution

Reviewers for Investigator Track

15

Reviewers



- Geographically diverse
- Experts in or sufficiently familiar with the candidate's field
- At the Assoc. or Prof rank (or an equivalent senior stature for reviewers from government or industry)



- Internal (ISMMS or its affiliates or former ISMMS faculty)
- Former mentors
- Individuals with whom candidate has collaborated during past 3 years (shared funding or published together) from any institution
- No more than two (2) reviewers from the same institution



Keep Track of Every Output



Don't Relate Prehistory

High School College Med School Residency Fellowship Attending

Include all post training work and accomplishments but only very important work from training:

- College and Graduate Training Locations, Degrees, Dates and Major Honors
- Publications
- Only major accomplishments and awards from school/training



Do Add Page Numbers to CV

- Number each page of the document
- Use same font throughout; size 10 – 12 (larger font for headings)
- 1 inch margins



Don't Send Your CV as a Word Document

**Send as pdf
so that you control the content**



DO Conform to the ISMMS CV Template

CV format is the SAME
for all tracks



REQUIRED CURRICULUM VITAE FORMAT

General Instructions:

- Do not exclude sections or leave sections blank. If a particular section does not apply to you, enter "not applicable" under the section heading.*
- List information under each heading in chronological order.*

NAME

E-Mail Address
Date CV Prepared

APPOINTMENTS/EMPLOYMENT

List all prior appointments and/or employment (academic, industry, healthcare facilities, foundations, etc.) Include name of institution, location and inclusive dates.

Full-Time and Career Part-Time applicants with an appointment or employment at another institution must provide a letter of resignation before appointment can be finalized. (A letter of intent to resign upon endorsement will be accepted from Professor and Associate Professor candidates).

GAPS IN EMPLOYMENT

Explain significant gaps in employment.

EDUCATION

Include degrees, date received and degree-granting institution.

For postdoctoral or other post-graduate training: identify level of training (e.g., internship, residency), institution attended and inclusive dates. *Please include the names of primary mentors involved in your graduate, post-doctoral and/or fellowship training.*

Mind the Chronological Order!

From OLDEST
to NEWEST!

**Dates must be in MM/YYYY
format for items less than
5 years**

REQUIRED CURRICULUM VITAE FORMAT

General Instructions:

- Do not exclude sections or leave sections blank. If a particular section does not apply to you, enter "not applicable" under the section heading.*
- List information under each heading in chronological order.*

NAME

E-Mail Address
Date CV Prepared

APPOINTMENTS/EMPLOYMENT

List all prior appointments and/or employment (academic, industry, healthcare facilities, foundations, etc.) Include name of institution, location and inclusive dates.

Full-Time and Career Part-Time applicants with an appointment or employment at another institution must provide a letter of resignation before appointment can be finalized. (A letter of intent to resign upon endorsement will be accepted from Professor and Associate Professor candidates).

GAPS IN EMPLOYMENT

Explain significant gaps in employment.

EDUCATION

Include degrees, date received and degree-granting institution.

For postdoctoral or other post-graduate training: identify level of training (e.g., internship, residency), institution attended and inclusive dates. *Please include the names of primary mentors involved in your graduate, post-doctoral and/or fellowship training.*

Sample

ACADEMIC APPOINTMENTS

2009-2011	Staff Physician, Department of Medicine, Division of General Internal Medicine, Icahn School of Medicine at Mount Sinai, NY, NY
2010-2015	Assistant Program Director, Primary Care Internal Medicine Residency, Department of Medicine, Icahn School of Medicine at Mount Sinai, NY, NY
2011-2019	Assistant Professor, Department of Medicine, Division of General Internal Medicine, Icahn School of Medicine at Mount Sinai, NY, NY

HOSPITAL APPOINTMENTS

2011-Present	Attending Physician, Department of Medicine, Mount Sinai Hospital, NY, NY
--------------	---

GAPS IN EMPLOYMENT

None

EDUCATION

1997-2001	Princeton University	Princeton, NJ
	A.B. Cum Laude in Psychology	
2001-2005	Mount Sinai School of Medicine	New York, NY
	M.D. (Doctor of Medicine)	

Postdoctoral Training

2005-2006	Intern, Department of Medicine Mount Sinai School of Medicine, New York, NY
2006-2008	Resident, Department of Medicine Mount Sinai School of Medicine, New York, NY

CERTIFICATION

2008	American Board of Internal Medicine, Diplomat (participating in MOC)
2018	American Board of Internal Medicine, Diplomat (participating in MOC)
2022	American Board of Internal Medicine, Diplomat (participating in MOC and Longitudinal Knowledge Assessment)

LICENSURE

2006-Present	New York State License #241957
--------------	--------------------------------



CERTIFICATION

Specify certifying agency (e.g., national board) and date certified.

LICENSURE

Specify initial date of licensure, state, and license number.

HONORS/AWARDS

List major honors, awards, including date conferred, and whether health system, local, regional, national or international.

PATENTS

Briefly describe. If not sole inventor, briefly explain role in invention.

OTHER ENTREPRENEURIAL ACTIVITIES

(e.g., licenses, role in company formation)

OTHER PROFESSIONAL ROLES*

List role, membership dates and include:

- Elected memberships in honor societies
- Appointed membership on editorial boards
- Service as a regular reviewer of manuscripts for educational, clinical and/or biomedical research journals.
- Extramural service (e.g. study sections, grant review, advisory boards and consulting)
- Intramural committee service at home institutions (e.g. Institutional Review Board, Admissions Committee, Clinical Competency Committee, Academic Progression Committee, Thesis Committee etc.)

**Leadership roles should be described under "Administrative Leadership Appointments" (see below)*

OTHER PROFESSIONAL ROLES

Extramural Service:

National

2010-2011	Member, Fellow's Interest Group Meeting, SGIM National Meeting
2012-Present	Member, SGIM National Organization Mental Health Interest Group
2012-2021	Member, SGIM National Organization Primary Care Training Interest Group
2016-2017	SGIM Behavioral Health Task Force Planning Committee

Regional

2013-2014	Member, Collaborative Care Leadership Committee, New York State Patient Centered Medical Home Grant, NYS
2014-2018	Member, Workgroup on the Integration of Primary Care and Behavioral Health, Greater New York Hospital Association, NY, NY
2016-2017	Participant, New York City Department of Health Mental Health Workforce

Reviewer Activities

2009-Present	Peer Reviewer, Journal of General Internal Medicine (JGIM)
2010-2011	Peer Reviewer, PLoS Online Journal
2010-2012	Peer Reviewer, MedEdPORTAL, Association of American Medical Colleges

Intramural Service at the Icahn School of Medicine at Mount Sinai

2007-2008	Individual Scholarly Project and Independent Research Experience Program (INSPIRE) Committee for curriculum development, Department of Medical Education
2008-2009	Core Competency Curriculum Development Committee, Department of Medical Education
2008-2009	Discharge Summary Development Committee, Multi-department committee
2008-2009	Advancing Clinical Excellence in Medicine Committee, Department of Medicine
2008-2009	Collaborative Practice Committee, Departments of Medicine and Nursing

Narrative Profile Sections

Stay tuned!

GRANTS. CONTRACTS. FOUNDATION SUPPORT

Use exact grid format and include **all** required information. Separate grids for past, present and pending grants.

PAST GRANTS

List Funding Source	Role in Project	Dates	Direct Costs	Supplemental Info
<i>Project Title & Number</i>	<i>List PI or Co-I</i> <i>If not PI or Co-I:</i> <i>-Indicate your role on the project e.g. cPI, investigators, etc.</i> <i>-Provide a brief description of your role in the project</i> <i>-List the percentage of time</i>	<i>List inclusive dates of project</i>	<i>N/A</i>	<i>N/A</i>

CURRENT GRANTS

List Funding Source	Role in Project	Dates	Direct Costs	Supplemental Info
<i>Project Title & Number</i>	<i>Provide same information from Past Grants grid requested in "Past</i>	<i>List inclusive dates of project</i>	<i>List the total award along with current year</i>	<i>For current grants that are close to expiration {1 year of less) indicate if and when renewal will be sought)</i>

PENDING GRANTS

List Funding Source	Role in Project	Dates	Direct Costs	Supplemental Info
<i>Project Title & Number</i>	<i>Provide same information requested in "Past Grants "grid.</i>	<i>List inclusive dates of project</i>	<i>List the total award along with current year directs</i>	<i>List priority score and percentile if available</i>

CLINICAL TRIALS PARTICIPATION

Use exact grid format and include all required information

Project	Role in Project	Dates	Award	Other Info
List sponsor project title and GCO #	Identify role in project e.g/. PI/ briefly describe your role/ indicate % time/ effort	List inclusive dates of project	Award Amount	If multi-center trial, indicate whether MSSM is primary site. Indicate whether level I III or IV trial.



TRAINEES

Use exact grid format and include all required information. **(This section is applicable only if you are solely or primarily responsible for learners' education in a particular discipline).** If your involvement with trainees was sporadic (e.g., contact with all the residents in your department), record this in the "Teaching Activities" section.

Name	Level of Trainee	Role in Training & Inclusive Dates of Training	Training Venue	Trainees' Current Status/Employment
	<i>Medical Student Resident/ Clinical Fellow, Graduate student Postdoc etc.</i>	<i>Career Mentor, research Mentor, Thesis Advisor Dates</i>	<i>Medical School, Graduate School, etc</i>	<i>List trainees' current academic status if possible</i>



TEACHING ACTIVITIES

Use exact grid format and include all required information (examples provided)

Teaching Activity /Topic	Program (UME, GME, Graduate School, CPD, other)	Role	Level of Learners (Number Taught)	Number of hours week/month/year	Evaluation Summary	Years Taught
<i>Infectious Disease Course: Antimicrobials and Antifungals</i>	<i>Medical School Course</i>	<i>Large group Lecturer</i>	<i>Medical student (95)</i>	<i>4 hours per year</i>	<i>4.8 (scale 1 poor-5 outstanding)</i>	<i>2019-present</i>
<i>Journal Club</i>	<i>Graduate School</i>	<i>Small Group Facilitator</i>	<i>PhD students (14)</i>	<i>4hrs/month</i>	<i>Outstanding (scale poor-outstanding)</i>	<i>2019-2022</i>
<i>Inpatient Service Attending</i>	<i>GME</i>	<i>Teaching Service Attending</i>	<i>Residents (6) Clinical Fellows (12)</i>	<i>5 months per year</i>	<i>Average rating 5 (scale 1 poor-5 outstanding)</i>	<i>2009-present</i>

ADMINISTRATIVE LEADERSHIP APPOINTMENTS

List leadership appointments, highlight your initiatives and their implementation. Include dates of service. This section applies (but is not limited) to the following venues:

INTERNAL:

Research or Clinical: at your home institution(s), if directed and/or established a program, industrial initiative, facility, laboratories and/or service. Include relevant metrics, e.g., the size of the group under your leadership, the goals, budget, accomplishments, and resulting benefits to the home institution(s).

Education: include leadership role(s) in educational or academic program such as course director, clerkship director, program site director, residency program director/associate director/assistant director, fellowship program director/associate director/assistant director, training area director, graduate program director etc. Provide evidence of continuous quality improvement efforts and program evaluation outcomes related to the specific leadership role.

General Administration: Describe your direct involvement if appointed to a leadership role in your home institution(s) to design, improve and/or implement operational procedures or new policies. Provide metrics on outcomes/improvements that demonstrate success.

EXTERNAL:

List leadership positions in government, professional societies, grant funding agencies, study sections etc. Briefly describe the mission of the organization/committee and recommendations and/or policy changes implemented during your tenure.



INTERNAL:

Research or Clinical

2013-2018

Team Leader, Collaborative Care Implementation Committee, Internal Medicine Associates (IMA), Mount Sinai Hospital

- Lead a team of 10 members with the aim of creating an imbedded mental health program for treating depression in primary care
- Created a collaborative mental health program that grew from 1 Mental Health Social Worker to 3 Mental Health Social Workers, 1 Psychiatrist, 1 administrative coordinator and 2 primary care physicians
- The institution now has an ideal model of Integrated Mental Health in Primary Care that serves patients mental health needs and is a model of care being replicated across the health system.

2013-2018

Medical Director, Collaborative Care

- Supervise 2 Social workers and 1 patients with depression and reduce clinic

EXTERNAL

2017-2021

Chair, SGIM National Organization Mental Health Interest Group

- Lead a group of 33 Primary Care Physicians with a shared interest in mental health
- Aim to created workshops, symposia, journal clubs and scholarly work in mental health and primary care.
- The group created a successful symposium at the National SGIM meeting and a year-round journal club

Education

2009

Editor, Coordinator, Internal Medicine Committee

- Lead a group of 20 residents to create with goals and objectives paired to each rotation
- Created a web-based reading curriculum that could be accessed from any location

2009-2020

Co-Chair, Primary Care Track Curriculum Development Committee

- Lead a group of 10 faculty to design the curriculum areas and content for the Primary Care Residency Track
- Created a comprehensive, curriculum by year to address learning needs of primary care residents

PUBLICATIONS

Add H Index # from Google Scholar and date accessed.

For publications in which you made major contributions but appear as a middle author, annotate contribution directly under the journal citation. Consistent with the guidelines of the International Committee of Medical Journal Editors, describe substantial contributions in:

- Conception and design of study
- Data acquisition
- Data analysis and interpretation
- Drafting or revising critically important intellectual content

Candidates for Associate Professor and Professor should mark publications since last appointment, promotion or reappointment with an asterisk. (The Chair Statement should comment on the most important of these publications.)

Number publications in chronological order (oldest items first), using the National Library of Medicine format. Include articles in press or submitted, but not those in preparation or undergoing revision. Abstracts may be included under Voluntary Presentations.

Separate publications under the following headings:

- Peer-Reviewed Original Contributions
- Other Peer Reviewed Publications *e.g.*, Case Reports, Opinions, Letters, Review Articles, Editorials, Invited Contributions, Systematic Reviews, White Papers, Case Series, Web-based Publications
- Books and Book Chapters (clarifying editorial role when applicable)
- Non-Peer Reviewed Publications - these may be disseminated based publications, patient education materials, lay press articles

Peer-Reviewed Original Contributions:

1. Doe J, **Your Last Name followed by First Name Initial Bolded e.g. Smith H**, Authors. Manganese superoxide dismutase is induced by IFN-gamma in multiple cell types. *J. of Immunology* 2017; 147: 149-54. PMID:
- * 2. Authors The effect of a chlorhexidine based surgical lubricant during pelvic examination on the detection of group B *Streptococcus*. *Am J Obstet Gynecol* 2020; 202(3):276 e1-3. Epub 2022 Dec 22. PMID:
 - Data analysis, data interpretation, revising critically important intellectual content

PUBLICATIONS

H Index = 15 (accessed 10/18/2024)

Other Peer Reviewed Publications (e.g. Case Reports, Opinions, Letters, Review Articles, Editorials, Invited Contributions, Systematic Reviews, White Papers, Case Series, Web-based Publications):

INVITED PRESENTATIONS

Invited presentations as part of conferences, symposia, seminars, webinars, academic meetings or at universities and health systems as a visiting professor. Include:

- Topic
- Date
- Institution (or organizer) and venue

May categorize by National, Regional, Local

MEDIA RESOURCE EDUCATIONAL MATERIALS

Include dates produced, intended audience, specific role in development and implementation as well as evidence of impact (such as view count/downloads etc.) of:

- Educational videos
- Web-based publications
- Tutorials
- Podcasts
- Free open-access medical education materials
- Blog posts

VOLUNTARY PRESENTATIONS – e.g. abstracts, poster presentations

- Topic
- Date Venue

INVITED PRESENTATIONS

National and International Presentations

1. *Life After Fellowship*. Invited Panelist: Princeton University's Princeton AlumniCorps, Princeton University, Princeton, NJ, March 10, 2018.
2. *Mental Health and Substance Use Abstract Session*. Invited Moderator, SGIM Annual Meeting, Denver, Colorado, April 13, 2018.
3. *Physician Well-being: Threats, Consequences and Solutions*. Invited Speaker, Accreditation Council for Continuing Medical Education (ACCME) Annual Meeting, Chicago, IL, April 30, 2019.

Regional Presentations

1. *The Courteous Consult: Work in Progress*. Invited Presenter, Research on Medical Education Outcomes (ROMEO) Group, New York University Medical Center, NY, NY, November 3, 2010.
2. *The Primary Care Workforce and the Influence of Ambulatory Continuity Clinic*. Invited Lecturer, Internal Medicine Grand Rounds, Elmhurst Hospital Center, May 10, 2012.

Local Presentations

1. *nurse, Nurse, NURSE! Working with Noncompliant and Demanding Patients*. Invited Presenter, Schwartz Center Rounds, (Schwartz Center Rounds are multidisciplinary rounds focusing on professional, ethical and social issues of patients and caregivers), Mount Sinai School of Medicine, October 11, 2007.
2. *Primary Care Career Night Panel*. Invited Panelist, Medical Student Primary Care Week, Mount Sinai School of Medicine, April 14, 2010.
3. *Career as a Clinician Educator: Creating Scholarship in Medical Education*. Invited Lecturer, General Medicine Divisional Grand Grounds, Mount Sinai School of Medicine, June 17, 2010.

MEDIA RESOURCE EDUCATIONAL MATERIALS

Educational Resources

1. Internal Medicine Reading Curriculum, Mount Sinai School of Medicine, Editor, www.sinaimed.org, created 2009
2. CONSULTS 101, Presentation, CONSULT Card and Educational Video, Creator, Director, Editor, available on dropbox, created 2011 for Internal Medicine Residents.

News and Podcast appearances

1. COZI Network (WNBC) News at 7: May 23, 2014: “Summer Safety” Segment
2. AMA Update Video Podcast: *Update on Physician Well-Being and Burnout*, May 30, 2023 (recorded May 2023). <https://www.ama-assn.org/practice-management/physician-health/how-physician-burnout->

Media/News Written Coverage

1. Togetherness Providers work to create a culture of team-based care, Modern Healthcare, 5/12/2018. <https://www.modernhealthcare.com/article/20180512/NEWS/180519995/providers-work-to-create-a-culture-of-team-based-care>
2. Hospitals Address Widespread Doctor Burnout, MedicalHealthNews.net, 6/9/2018. www.medicalhealthnews.net/bhospitalsb-address-widespread-doctor-burnout

VOLUNTARY PRESENTATIONS:

Workshops and Oral Presentations

1. **Peccoralo, L.**, Arbatova K., O’Connor, N., Friedman, E., Bensinger, L., Koestler, J. *A clinical feedback form for clinical clerkships: benefit or burden?* Oral Presentation – Short Communication, Presenter, NEGEA Annual Educational Retreat, Stony Brook, N.Y., June 2007.
2. **Peccoralo, L.** Stulman, J., Korenstein, D., Federman, A., Thomas, D., *ACT: An Ambulatory Care Team model to improve continuity of care in a resident clinic.* Oral Presentation, Presenter, SGIM Mid-Atlantic Regional Meeting, Lennox Hill Hospital, NY, NY, March 2010.

Narrative Sections in ISMMS CV

RESEARCH PROFILE

In no more than 250 words, summarize your accomplishments in and contributions to independent and/or team-based research, and the resulting impact of discoveries on biological science, patient care, and/or industry. Indicate the direction of your current research and, if you are new to the school, your expected activity at Mount Sinai.

CLINICAL PROFILE

In no more than 250 words, summarize your accomplishments and contributions to clinical care, including clinical innovations, geographical scope of your referral base, and quality of care.

MENTORING PROFILE (*Do not repeat information provided in other sections of this CV*)

In no more than 250 words, describe your activities and impact as a mentor to students, trainees or faculty. We encourage you to highlight particularly noteworthy successes that are at least partially attributable to your mentoring efforts, e.g., acquisition by mentees of grants, awards, positions or roles. Also, use this section to describe the efforts you have made to enhance your mentoring skills. In addition, describe how your activities have contributed positively to the climate at Mount Sinai to help ensure everyone's professional success and job satisfaction.

OVERALL IMPACT

In no more than 500 words, describe the local, national and/or international significance and impact of your research, teaching, clinical or other professional activities.



Narrative Section Tips

Stick to the word limits

External reviewers see these but NOT your Chair letter

Include statements that explain impact and outcome

Research Profile

- Researchers: summarize research accomplishments and their impact
- Educators: describe area(s) of educational scholarly work, dissemination and the impact
- Clinicians: describe impact of (collaborative) scholarly work related to QI, practice enhancements, clinical care, clinical research, etc.
- Administration: describe impact of (collaborative) scholarly work related to QI, leadership, program evaluation, new/changed protocols, safety etc



Narrative Section Tips

Clinical Profile: (can put “not applicable” if NO clinical work)

- What are your specific areas of clinical expertise and focus?
- Statements about your reach (distance, patient referrals, second opinions), volume, satisfaction, quality metrics, awards etc.

Overall Impact: significance and impact of your professional activities

- Higher word count (500)
- Share overall significance of your portfolio of work
- Consider how to describe the level of impact of your work (regional → national → international) and share examples



Mentoring Profile: ISMMS CV

MENTORING PROFILE (Do not repeat information provided in other sections of this CV.) In no more than 250 words, describe your activities and impact as a mentor to students, trainees or faculty. We encourage you to highlight particularly noteworthy successes that are at least partially attributable to your mentoring efforts, e.g., acquisition by mentees of grants, awards, positions or roles. Also, use this section to describe the efforts you have made to enhance your own mentoring skills.



Mentoring Profile: ISMMS CV

MENTORING PROFILE (Do not repeat information provided in other sections of this CV.) In no more than **250 words**, describe your **activities and impact as a mentor** to students, trainees or faculty. We encourage you to highlight particularly **noteworthy successes that are at least partially attributable to your mentoring efforts**, e.g., acquisition by mentees of grants, awards, positions or roles. Also, use this section to **describe the efforts you have made to enhance your own mentoring skills**.



Sample 1

“As XYZ of the XYZ Residency Medical Education Track, I provide educational and teaching mentorship to a wide network of trainees within the XYZ Department, including X# of trainees. I have been the faculty advisor to X# of residents who were accepted to and completed the XYZ program. I have also served as a mentor for educational scholarship projects completed by trainees that have been presented internally (XYZ research days) and externally (A, B, C, D organizations). Finally, I provide ongoing career mentorship and guidance to chief residents in the XYZ Department, and to 6 XYZ residents per year”



Sample 2

“...I have mentored over X# of trainees from the high school level, through undergraduate, graduate, residents and fellows in providing them guidance in their research, clinical training and career.

I also participate in national mentoring programs including XYZ, ABC.

I oversee the advising of X# of XYZ degree students and monitor the career outcomes of our X# of graduates.

Finally, I co-manage @XYZ, a Twitter account for aspiring physician scientists and started the club “XYZ” on Clubhouse, both of which involve aspiring physician scientists across the training continuum, offering application and career guidance to increase physician scientist inclusion, diversity, and resource access”



Sample 3

“I have had the privilege of mentoring medical students, residents, fellows and junior faculty throughout my career. As the past Program Director for the XYZ Residency at XYZ, I was able to provide supervision and mentorship to all the residents. By offering guidance, I was able to have a positive impact on their career paths. Many of the graduates transitioned into academic faculty, with a number of them acquiring leadership roles in residency and fellowship program administration. I am proud to know that several of my graduates have been recognized with teaching and leadership awards.

I continue to enhance my own mentoring skills by participating in faculty development activities at the local, regional and national levels. In addition, I have presented on a number of mentorship and leadership topics at national educational conferences.”



Take Home Points

Narrative sections provide an opportunity to share your involvement in and commitment to mission critical areas

Do not merely list what is in your CV

Consolidate efforts and activities and share outcomes and impact

Describe how you are enhancing your knowledge and skills in these areas

Use this as an opportunity to learn and grow and get more involved!



Thank you and Questions

