



*The Office of the Associate Dean for  
Faculty Development – Medical Education*

**2007-2008  
ANNUAL REPORT**

## Faculty Development - Medical Education

*Working to provide School of Medicine & Dentistry faculty  
with the tools to be current and effective educators*

Faculty involved in teaching medical students, residents, and graduate students have a need to improve their teaching techniques and to better understand new concepts in learning. The Office of the Associate Dean for Faculty Development - Medical Education will foster those learning techniques, and also strive to assist faculty members in gaining a better understanding of mentoring, academic career development, and leadership. We have sponsored and arranged a variety of programs relevant to medical education. These programs target both the faculty who are making medical education the primary thrust of their career as well as clinician-teachers and scientist-teachers who would like to improve their skills and knowledge in this aspect of their career. Many of these programs were developed following a needs survey of the faculty conducted in the winter of 2007. This report presents a synopsis of these programs.

2007-2008 has been the first full academic year for this office and a number of activities have been initiated, while reaching almost four hundred faculty and staff who have participated in one or more of our programs. The Associate Dean's Advisory Committee has been essential to the design and presentation of the activities. The committee members are:



**Donna Berryman, M.L.I.S.**

Assistant Director, Education and Information Services  
Miner Library

**Richard Burton, M.D.**

Senior Associate Dean, Academic Affairs  
Professor, Orthopaedics

**Yaetes Conwell, M.D.**

Professor, Psychiatry

**Barbara J. Davis, Ph.D.**

Associate Professor, Neurobiology & Anatomy

**John Hansen, Ph.D.**

Associate Dean, Admissions  
Professor, Neurobiology & Anatomy

**Camille Martina, Ph.D.**

Research Assistant Professor, Community &  
Preventative Medicine

**Annette Medina-Walpole, M.D.**

Associate Professor of Medicine  
Division of Geriatrics & Aging  
Medical Director, The Living Center  
The Highlands at Pittsford

**Scott Tripler, M.D.**

Associate Professor, Family Medicine  
Co-Director, Ambulatory Clerkship  
Office of Medical Education

**Denham S. Ward, M.D., Ph.D.**

Associate Dean  
Faculty Development-Medical Education  
Professor, Anesthesiology & Biomedical Engineering

Many other faculty have participated in our programs as leaders and teachers. It has been most gratifying to have so many faculty take time from their schedules to help other faculty become better teachers. Nationally regarded educators and leaders from other institutions have also been invited to participate, bringing new perspectives to the University of Rochester. Particularly with regard to inviting visiting faculty, we have taken advantage of synergistic relationships with the Clinical Translational Science Institute's (CTSI) mentor development program and the highly regarded Dean's Teaching Fellowship program under the direction of Ronald Epstein, M.D.

## **2007-2008 FACULTY DEVELOPMENT WORKSHOPS**

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The Faculty Development Workshops series is the core program, and is open to all faculty, staff, residents, fellows and medical students who have an interest in expanding their knowledge in the area of teaching and leadership, etc. These workshops are designed so that each one can be attended without the need to commit to the whole series. We offered 16 two-hour workshops, each with a maximum of twenty-five participants. The small-group setting encouraged highly interactive participation and valuable



discussion and networking among the participants. Eleven of these workshops were presented by our faculty, and five were given by invited faculty outside of the University of Rochester. All of the outside speakers were co-sponsored by the CTSI or the Dean's Teaching Fellowship program. All of these workshops were approved for *AMA PRA Category 1 Credits*<sup>TM</sup>.

### **Workshops offered:**

#### **Growing Careers: Education Portfolios for You & Your Students**

*Lindsey C. Henson, M.D.*

Vice Dean, Education

The University of Minnesota Medical School

#### **How to Be an Excellent Mentor:**

##### **What Your Protégés Want You to Know**

*W. Brad Johnson, Ph.D.*

Associate Professor of Psychology, Department of Leadership, Ethics & Law

United States Naval Academy

Faculty Associate, Graduate School of Business & Education, Johns Hopkins University

#### **The Objective of Learning Objectives**

*Barbara J. Davis, Ph.D.*

Associate Professor, Neurobiology & Anatomy

*Mary Anne Courtney, Ph.D.*

Assistant Professor, Microbiology & Immunology

**Syllabus Preparation**

*Camille Martina, Ph.D.*

Research Assistant Professor, Community & Preventive Medicine  
Division of Social & Behavioral Medicine, Environmental Medicine

**Introduction into the MedEd Portal**

*Robby Reynolds*

Director and Co-Founder, MedEdPORTAL  
Association of American Medical Colleges

**Leadership in Education**

*Stephen Bogdewic, Ph.D.*

Executive Associate Dean, Faculty Affairs and Professional Development  
Dr. George W. Copeland Professor and Associate Chair  
Department of Family Medicine  
Indiana University School of Medicine

**Examinations: MCQs and Beyond**

*John T. Hansen, Ph.D.*

Professor, Neurobiology and Anatomy  
Associate Dean for Admissions

**Small Group Teaching**

*Barbara J. Davis, Ph.D.*

Associate Professor, Neurobiology & Anatomy

*Denham S. Ward, M.D., Ph.D.*

Associate Dean, Faculty Development - Medical Education  
Professor, Anesthesiology & Biomedical Engineering

**The Teachable Moment: Teaching in the Clinical Setting**

*Scott Tripler, M.D.*

Associate Professor, Department of Family Medicine  
Co-Director, Ambulatory Clerkship, Office of Medical Education

*Kathryn Markakis, M.D.*

Associate Professor, Medicine - Highland Hospital  
Co-Director, Ambulatory Clerkship, Office of Medical Education

*Karl A. Illig, M.D.*

Professor, Vascular Surgery

**Using PowerPoint to Improve Your Lecture**

*John J. Frelinger, Ph.D.*

Professor, Microbiology & Immunology

**Understanding the Promotion Process**

*Richard Burton, M.D.*

Senior Associate Dean, Academic Affairs

Professor, Orthopaedics

*Annette Medina-Walpole, M.D.*

Associate Professor, Medicine - General Medicine and Geriatrics Unit

Associate Medical Director, Monroe Community Hospital

**Using Simulations in Your Course, Clerkship or Residency Program**

*Anne Nofziger, M.D.*

Assistant Professor, Family Medicine

*Linda L. Spillane, M.D.*

Associate Professor, Emergency Medicine

**When Medical Expertise Interferes with Medical Education:  
Challenging Interactions between Cognition and Instruction**

*David Feldon, Ph.D.*

Assistant Professor, Department of Educational Studies

University of South Carolina

**Teaching Students & Residents Procedural Skills**

*Mary Catherine Santos, M.D.*

Associate Professor, Pediatric Surgery

**Course and Teaching Evaluations: How to Use the Data to Improve**

*Steve Lurie, M.D.*

Assistant Professor, Family Medicine

*Jeffrey M. Lyness, M.D.*

Professor, Psychiatry

**Giving a Great Lecture**

*Ralph Jozefowicz, M.D.*

Professor, Neurology

**Comments from participants:**

*Great lecture series! Keep them going.*

*Valuable information – well worth my time!*

*Well run workshop. Breakout sessions allowed for in-depth Q & A. Speaker and assistants were knowledgeable, engaged & helpful.*

*Thanks for a wonderful presentation which was comfortable enough to ask questions.*

*I would recommend this workshop to other colleagues interested in general education.*



## LEADERSHIP LECTURE SERIES

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This monthly lecture series on leadership was organized with the assistance of Dr. Mac Evarts and focused on junior to mid-level faculty who were beginning or envisioning a long-term leadership role within the Medical Center. All participants were nominated by their Department Chair. This seminar series was intended to provide an introduction to leaders throughout the academic medical center and to the leadership problems they routinely face.

Selected readings were used in conjunction with lectures and discussions by current leaders to build an understanding of the characteristics and functions of good leaders and leadership.

While all departments were invited to participate, the following departments were represented: Anesthesiology, Biomedical Genetics, Biochemistry & Biophysics, Community & Preventive Medicine, Emergency Medicine, Environmental Medicine, Family Medicine, Medicine - Hematology/Oncology, Neurology, Obstetrics & Gynecology, Dentistry, Psychiatry, Surgery, Urology. Twenty-six faculty members participated in the series.

### **Topics included:**

#### **Introduction to Leadership and Management**

*C. McCollister Evarts, M.D.*

Distinguished University Professor  
University of Rochester Medical Center

*Denham S. Ward, M.D., Ph.D.*

Associate Dean, Faculty Development - Medical Education  
Professor, Anesthesiology & Biomedical Engineering  
University of Rochester School of Medicine & Dentistry

#### **Medical Staff Leadership – Providing High-Quality Clinical Services**

*Raymond J. Mayewski, M.D.*

Vice President, University of Rochester Medical Center

#### **Leadership of Major Academic Teaching Hospitals**

*Steven Goldstein*

President & CEO, Strong Memorial Hospital & Highland Hospital

#### **Managing and Leading Professional People**

*Steven Bogdewic, Ph.D.*

Indiana University School of Medicine

**Leading a Research Team – Mentoring and Leadership**

*Stephen Dewhurst, Ph.D.*

Professor, Microbiology & Immunology

University of Rochester School of Medicine & Dentistry

**Women in Leadership Roles – Issues and Making a Difference**

*Barbara H. Iglewski, Ph.D.*

Chair and Professor of Microbiology & Immunology

University of Rochester School of Medicine & Dentistry

**Leadership in Education – The Next Generation**

*David R. Lambert, M.D.*

Associate Dean, Undergraduate Medical Education

Associate Professor, Medicine

University of Rochester School of Medicine & Dentistry

**The Dean’s Role in Leading the Medical School**

*David S. Guzick, M.D., Ph.D.*

Dean, University of Rochester School of Medicine & Dentistry

**Comments from participants**

*Every time I come, I feel good that I did*

*A lot of knowledge/experience to share*

*Excellent, motivating. Done with humility*

*Great teaching points, wonderful, engaging presenter*



*Dr. Mayewski did a nice job engaging the whole group. When possible, I think this sort of whole group discussion is very engaging. Another benefit of these sessions: they make people in leadership positions more approachable to us, I find.*

*Outstanding, engaging presentation style. Effective examples and ability to interact with a diverse group*

*The networking possibilities of this group are tremendous. I hope it is leveraged to its fullest potential*

## **2008 FACULTY DEVELOPMENT COLLOQUIUM**

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The Annual Faculty Development Colloquium took place on June 4, 2008, and was one of the highlights of the academic year. The program included invited plenary session speakers, interactive workshops, and posters presented by the faculty. The colloquium's intent was to integrate new ideas about teaching and learning, from the lecture hall to the bedside. In addition, workshops were provided that would allow faculty to develop strategies for mentoring and academic career planning. The program was organized so that attendees could participate in two workshops. With over one hundred attendees and twenty-seven presenters, the event proved to be a very successful day, full of education and discussion. This program was provided without charge to University of Rochester faculty, students and staff, and was co-sponsored by the CTSI and Vivian Lewis, M.D., the Associate Dean for Faculty Development - Women and Diversity. The colloquium was approved for up to 7.0 AMA PRA Category 1 Credits™.



### **Plenary Session Guest Speakers:**

#### **Teams and Tools to Enhance Performance**

*Luanne E. Thorndyke, M.D., F.A.C.P.*

Associate Dean for Professional Development

Associate Professor of Medicine

Pennsylvania State University College of Medicine

#### **An Innovative, Dean's Office Based, Approach Designed to Increase Faculty Success**

*Eugene P. Orringer, M.D.*

Associate Dean for Faculty Affairs

Professor of Medicine

University of North Carolina at Chapel Hill

### **Workshops offered:**

#### **The Competent Mentor & Protégé**

*Peter G. Szilagyi, M.D.*

*Donna E. Giles, Ph.D.*

#### **Competency-Based Residency Education**

*Janine R. Shapiro, M.D.*

#### **Conflict Management**

*Luanne E. Thorndyke, M.D.*

#### **Cultural Competence: Training the Trainer**

*Cheryl M. Kodjo, M.D.*

**Demystifying the Promotion Process**

*Richard I. Burton, M.D.*

*Annette Medina-Walpole, M.D.*

**Giving Feedback that Works**

*Ronald M. Epstein, M.D.*

*Valerie Lang, M.D.*

**The NIH: Its Organization and Funding Levels in 2008  
Implications for Today's Junior Faculty**

*Eugene P. Orringer, M.D.*

**The Objective of Learning Objectives**

*Barbara J. Davis, Ph.D.*

**Charting a Course to Teaching Success: A guide to resources for medical educators**

*Scott M. Tripler, M.D.*

*Donna Berryman, M.L.I.S.*

**The Use of Concept Mapping – Instructional and Assessment Tools to “Visualize” Student  
Thinking, Concept Development and Misconceptions**

*Dina Markowitz, Ph.D*

*Mike DuPré*

**Using Simulation in Your Teaching and Assessment**

*Anne C. Nofziger, M.D.*

*Linda L. Spillane, M.D.*

**Assessing Suturing Skills**

*William C. Hulbert, M.D.*

**Educator Portfolios: A critical tool for the  
promotion and advancement of educators**

*Constance D. Baldwin, Ph.D.*

**Help Your Protégé Prepare a K Award Application**

*Yeates Conwell, M.D.*

**Motivate Healthy Habits:**

**Going beyond the limits of scientific evidence to develop personal evidence**

*Rick Botelho, M.D.*

**Small Group Teaching**

*Denham S. Ward, M.D., Ph.D.*

*Barbara J. Davis, Ph.D.*

**Struggle to Juggle: Work and family issues in academic medicine**

*Linda H. Chaudron, M.D., M.S.*

*Tana A. Grady-Weliky, M.D.*

**Syllabus Preparation**

*Camille Martina, Ph.D.*

**The Teachable Moment: Teaching in the clinical setting**

*Scott M. Tripler, M.D.*

*Kathryn M. Markakis, M.D.*

**Women in Academic Medicine: Graceful self-promotion**

*Luanne E. Thorndyke, M.D.*

**Comments from participants**

*I enjoyed this educational conference*

*Enjoyed the workshops!*

*Very good program overall.*

*Great conference! Kudos! Very organized, excellent inclusion of outside faculty with different perspectives.*



*These workshops have been very valuable. I have always either learned something new or walked away with some gem that I am using or will use in the near future.*

*Great job! This day was well worth my time and energy. Both workshops were very informative as well as both a.m. and p.m. plenary sessions. I am very impressed with Dr. Orringer. His vision and proactive style is what many institutions and infrastructure could benefit by modeling – same for Luanne Thorndyke.*

**M.S. IN TEACHING AND CURRICULUM  
Specialization in Health Professions Education**

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A major planning effort during the 2007-08 academic year focused on the development of a Master's Degree in Health Professions Education. This resulted from a collaboration among the Medical School (Associate Dean Denham S. Ward, M.D., Ph.D.), School of Nursing (Associate Dean Kathy Rideout, Ed.D, APRN-BC, PNP, FNAP) and Warner School of Education (Dean Raffaella Borasi, Ph.D.). This new degree designation will be a specialization within the existing M.S. degree in Teaching and Curriculum and is intended for all health-care professionals involved in health care education, whether academic or clinical. The degree should particularly interest faculty who are making education a major thrust of their career (e.g., medical school course and residency program directors). It will be a true interdisciplinary program, designed and taught by a collaboration of the Warner School of Education, the School of Nursing, and the

School of Medicine & Dentistry. This new track has been tailored to meet the needs of educators working in the context of the health care system. At the core of the program are two new courses specifically created to address issues and pedagogical methods in health care education. These two courses will be of interest to educators without matriculation into the degree program.

### **New courses being offered in 2008-2009 as a result of this specialization:**

#### **EDU 580: Foundations of Health Professions Education (Fall)**

A foundational study of the historical, scientific, social and political roots of health professions education, educational theory, and the continuum of this education. This course provides the contextual framework for education in the health professions and emphasizes the historical and sociological theory of its evolution. We will also critically examine roles and responsibilities in the assessment and certification of graduates, as well as discuss the framework for accreditation and licensing of health care professionals. Current program assessment methods and tools are reviewed, as well as ethics and responsibilities of education leaders in different roles.

#### **EDU 581: Clinical Teaching in Health Care Professions Education: Teaching and Instructional Methods (Spring)**

This course presents traditional and innovative methods used in clinical teaching to enhance student and practitioner knowledge, skills and attitudes, and critically examines the theories behind different teaching methodologies. Current and potential future uses of technology in active learning strategies in the clinical environment will be discussed. Ethical and patient safety issues are also explored.

## **SCHOOL OF NURSING PBL DESIGN COURSE**

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The continuing-education course was designed and taught by Barbara J. Davis, Ph.D. and Denham S. Ward, M.D., Ph.D at the request of the School of Nursing to incorporate Problem-Based Learning into the School of Nursing Advanced Practice Nursing curriculum. It was a comprehensive didactic and laboratory course which incorporated theory and practical aspects of implementation and utilization of Problem-Based Learning into the Health Care Professionals curriculum. Students received practical instruction in PBL and gained hands-on experience in creating PBL cases and tutor guides. Students also participated as both learners and facilitators in PBL cases, thereby gaining the experience necessary to become successful PBL facilitators and tutor trainers.



### **Learning Objectives**

*Participants were offered tools to:*

- Understand the pedagogical advantages and disadvantages of a problem-based learning approach to teaching
- Construct learning objectives specific to a problem-based learning approach to nursing education

- Write a problem-based learning case and tutor's guide suitable for nursing education
- Analyze a problem-based learning case scenario
- Facilitate a problem-based learning case
- Formulate a program to train facilitators for a problem-based learning approach to teaching

The course was presented by seven School of Nursing Faculty who participated in highly interactive sessions, and consisted of 11 sessions in all, running from January to June, 2008. With the success of this course, consideration is being given to offering it on a regular basis to both Nursing and Medical School Faculty.

## MEDICAL EDUCATION PATHWAY

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Initiated in 2008 by Professor Barbara Davis, the goal of the Medical Education Pathway is to prepare medical students to become academic medical educators, with the targeted audience being medical students who have completed their second year of classes.

After successful completion of the Pathway Program, the student will be able to apply relevant aspects of teaching and learning theory and methods of assessment, and will be able to discuss effective ways of giving feedback.

Once accepted into the program, the student will be expected to participate in the following activities:

- Prepare and deliver a lecture to a large group. This will be done twice: the student will be asked to incorporate the feedback from the first lecture into the second lecture.
- Serve as a PBL Tutor.
- Lead a small-group teaching session.
- Attend four mandatory faculty development workshops and two workshops of their choice.
- Participate in a journal club related to educational theory and practice.

### Medical Education Pathway Committee Members:

Barbara J. Davis, Ph.D. (Chair)

Chin-To Fong, M.D.

Stephanie Brown-Clark, M.D., Ph.D.

Anne Nofziger, M.D.

Denham S. Ward, M.D., Ph.D.

Andria A. Mutrie (MEP Coordinator)

Currently, the program has enrolled 11 students, with the first class of three students scheduled to graduate in 2009. For additional information please visit:

<http://www.urmc.rochester.edu/education/md/pathway.cfm>

<http://www.urmc.rochester.edu/education/faculty-development/>

## **DEAN'S TEACHING FELLOWSHIP**

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The Dean's Teaching Fellowship (DTF) program is directed by Ronald M. Epstein, M.D., and co-directed by Denham Ward, M.D., Ph.D. Growing out of the Dean's Teaching Scholar Program in 2002, the Dean's Teaching Fellow (DTF) Program is an endowed program at the University of Rochester School of Medicine & Dentistry, and provides a rigorous curriculum to further the development of 6-8 highly qualified faculty members per year based on their commitment to careers in medical education. The purpose of the DTF Program is to:



- Further advance the development of a core group of expert educators.
- Promote the careers of MD and PhD faculty in medical and dental education.
- Support educational innovations and research at the University of Rochester School of Medicine and Dentistry

### **2007-2008 Fellows**

#### **Kevin Biglan, M.D., M.P.H.**

Assistant Professor, Neurology  
Project: Integrating a Movement Disorders Video Curriculum into Graduate and Post-Graduate Training: Enhancing Clinical Observation

#### **Linda Chaudron, M.D., M.S.**

Associate Professor, Psychiatry  
Project: Development and Evaluation of a Postpartum Depression

#### **Benedict DiGiovanni, M.D.**

Associate Professor, Orthopaedics  
Project: Evaluating Medical Student Musculoskeletal Knowledge and Clinical Skills to Allow for Curricular Modification and Improvement in Musculoskeletal Medicine Competence

#### **Ray Dorsey, M.D.**

Assistant Professor, Neurology  
Project: Addressing the Unmet Educational Needs of Fellows

#### **David Garrison, M.D.**

Assistant Professor, Psychiatry  
Project: Evaluation of a Narrative Exercise as an Empathy Teaching Tool

#### **Katia Noyes, Ph.D, M.P.H.**

Associate Professor, Community & Preventive Medicine  
Project: Health Policy & Economics: New Link in the Double Helix

#### **Linda Schiffhauer, M.D.**

Assistant Professor, Pathology  
Project: Undergraduate Pathology Medical Education: Comparing Virtual with Light Microscopy and Evaluating Teaching Style in the Laboratory Setting

#### **Janine Shapiro, M.D.**

Associate Professor, Anesthesiology  
Project: Mock Oral Examinations as a Tool to Evaluate ACGME Core Competencies

#### **Matthew Spencer, M.D.**

Assistant Professor, Emergency Medicine  
Project: A Comprehensive Assessment of Clinical Competence for Graduate Medical Education in Emergency Medicine

## **Deans Teaching Fellowship Seminars**

The DTF seminars focus on different areas of educational theory, research methods, teaching methods, educational technology, curriculum design, assessment of students, faculty development, leadership, and career planning. The DTF endowment has allowed us to invite four or five visiting professors per year. The sessions generally consist of a 2-hour seminar on a medical education topic, with an additional hour reserved for discussion of fellows' projects or presentations from former Dean's Teaching Fellows.

### **Keys to Engineering a Successful**

#### **Curricular Change**

Lindsey Henson, M.D.  
Vice Dean, Education  
The University of Minnesota Medical School

### **Educational Research – Principles and Journal Club**

Stephen Lurie, M.D.

### **Teaching and Assessing Systems-Based Practice**

Diane Hartmann, M.D.

### **Demystifying the Promotion Process**

Annette Medina-Walpole, M.D.

### **Project Management and Funding**

Marlene Boutet  
Ellen Thomas

### **Qualitative Research Design**

Ronald Epstein, M.D.

### **How to be a Better Teacher**

Ralph Jozefowicz, M.D.

### **Leadership**

Stephen Bogdewic, Ph.D.

### **Small-Group Teaching**

Anthony Suchman, M.D.

### **Teaching/Assessing Cultural Competence,**

#### **Diversity/Sensitivity**

Cheryl Kodjo, M.D.

### **A Communication Skills Curriculum**

Kathy Cole-Kelly, Ph.D.  
Senior Instructor, Department of Family  
Medicine  
Case Western University

### **Preparing a Poster for a Conference**

Denham S. Ward, M.D., Ph.D.

### **Mentoring and Advising Students: Joys and Pitfalls**

Peter Szilagyi, M.D.  
Donna Giles, Ph.D.

### **Assessment Methods**

Ronald Epstein, M.D.

### **Writing Good Test Questions, MCQs, Scripts, Essays**

Denham S. Ward, M.D., Ph.D.

### **Curricular Design and Curricular Change**

David R. Lambert, M.D.

### **Neurobiology of Learning and Expertise**

Ronald Epstein, M.D.

## ADDITIONAL ACTIVITIES

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- ❖ Creation of the Faculty Development – Medical Education Website located at: <http://www.urmc.rochester.edu/education/faculty-development/> Current information regarding conferences as well as links to other websites of interest to Medical Educators are provided. This website has been expanded and redesigned to match the Medical Center’s new websites.
- ❖ Assistance with further development of the Medical Educators Resource Guide (MERG) located at: <http://www.urmc.rochester.edu/education/faculty-development/medical-educator-guide.cfm> initiated by Scott Tripler, M.D. This Blackboard-based resource contains a wealth of information of interest to the medical educator
- ❖ Semi-annual PBL Tutor Training sessions with faculty and students who will serve as PBL Tutors were run by Barbara Davis, Ph.D. and John Hansen, Ph.D.
- ❖ Coordination of CTSI Mentor Development Core events. These included a joint workshop for CTSI mentors and protégés, and separate workshops for the mentors and protégés to develop mentoring skills (mentors) and career development plans (protégés). Two luncheons for mentors and protégés were also held featuring an outside speaker (W. Brad Johnson, Ph.D.) in the fall and the two mentoring award winners (Edward Puzas, Ph.D. and Karl Kieburtz, M.D., M.P.H.) in the spring.
- ❖ The office co-sponsored the “Globalization and Society: Health, Education, Culture, and the Environment” Conference.
- ❖ Initiated “A Sharing of Innovations in Teaching at the University of Rochester” with Jack Kampmeier, Ph.D., Terry Platt, Ph.D. and Vicki Roth, Dean of Sophomores and Director of Learning Assistance Services, on the River Campus on March 31, 2008, with the College Center for Workshop Education and the UCIS Cluster for Excellence in Education. Over seventy faculty, students and staff attended from the University of Rochester River Campus, Simon School, School of Medicine & Dentistry, Warner School and the School of Nursing. Presentations were made by Vicki Roth and Terry Platt on the workshop model of undergraduate education, and by Anne Nofziger on formative assessment in the medical school. With the success of the intercampus seminar, one or two more are planned for the 2008-09 academic year.
- ❖ The office also assists departments in developing department-based faculty development activities. In January, the Department of Surgery (Lee Sillin, M.D.) organized a two-day course open to faculty from all the surgical departments focusing on “Surgical Faculty as Educators,” which this office helped organized. Denham S. Ward, M.D., PhD. discussed giving a lecture using the Audience Response System.
- ❖ For the Department of Physical Medicine and Rehabilitation, a workshop on “Giving and Receiving Feedback” was presented by Drs. Denham Ward and Valerie Lang for the faculty, and a second workshop for the residents was also included.

- ❖ The Med-Peds residency program held a retreat focusing on formative and summative feedback. Denham Ward, M.D., Ph.D. assisted with the workshop.
- ❖ The Associated Medical Schools of New York (AMSNY) is developing an Institute for Professional Development. This institute will "... operate under the auspices of the 15 medical schools and five dental schools in New York State (NYS) and will offer a curriculum that can lead to a certificate of advanced study in medical/dental education or leadership training." Denham Ward, M.D., Ph.D. has been working with the leadership and staff of the AMSNY on several modules, including leadership and mentoring. It is envisioned that this institute will sponsor faculty development activities that may be of interest to University of Rochester faculty.

## **FOR FURTHER INFORMATION PLEASE CONTACT US**

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Professor, Anesthesiology & Biomedical Engineering  
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