

2001 Teaching Portfolio

Marc J Kahn, MD



SECTION 1: BIOGRAPHY

Dr. Kahn was born in Philadelphia, Pennsylvania and did all of his training at the University of Pennsylvania. Dr. Kahn completed his undergraduate studies at PENN in 1983 graduating summa cum laude with a BA in Honors Chemistry. Dr. Kahn subsequently entered medical school at Penn and graduated in 1987. He was elected into Alpha Omega Alpha in 1986 and received the Merck Award at graduation. Dr. Kahn then completed his internship and residency at the Hospital of the University of Pennsylvania. During the 1990-1991 academic year, Dr. Kahn served as the Medical Chief Resident at PENN. Following his chief residency, Dr. Kahn was a fellow in Hematology Medical Oncology at PENN and spent his latter time as a fellow in the laboratory of Joel Bennett, MD, investigating glycoprotein IIb/IIIa mutations with respect to cellular processing and function.

In 1994, Dr. Kahn joined the faculty at Tulane where he was recruited to be the Program Director of the Internal Medicine Residency Program. In 1996, he was also appointed Associate Director for Student Programs in the Department of Medicine. Dr. Kahn actively participates in the Med/Peds combined program, the Med/Psych combined program and was instrumental in developing the Med/Preventive Medicine residency program. Dr. Kahn was promoted to Associate Professor of Medicine in 1998.

Dr. Kahn sees his primary role at Tulane to be that of a clinician educator. He is board certified and has been re-certified in Internal Medicine, Hematology, and Medical Oncology. He is the recipient of numerous teaching awards from both students and residents and was awarded the Gloria P. Walsh Award for Excellence in Teaching in 2000. He is the author or coauthor of over 30 papers, 8 textbook chapters, and over 30 abstracts concerning medical education, end of life care, and clinical hematology. He has made over 30 national presentations in the field of medical education. At Tulane, he serves as the chair of the T1 Clinical Advisory Committee, chair of the General Medical Faculty, and is the Vice Chief of Staff at Tulane University Hospital and Clinic. He is also a member of the Curriculum Committee, Committee on Student Affairs, Institutional Graduate Medical Education Advisory Committee and Admissions Committee. On a national level, Dr. Kahn is a member of the Association of Program Directors in Internal Medicine and serves on their Membership Services and Data Committee, and Accreditation and Certification Research Committee. He is a Fellow in the American College of Physicians, a member of the Group on Educational Affairs of the Association of American Medical Colleges, and a member of the American Association for Cancer Education. He is also a Medical Schools Representative to the American Medical Association.

Section 2: Teaching Vita

Education:

- 1979 - 1983 B.A. University of Pennsylvania (Chemistry Honors Major)
- 1983 - 1987 M.D. University of Pennsylvania School of Medicine

Postgraduate Training:

- 1987 - 1988 Intern in Medicine, Hospital of the University of Pennsylvania, Philadelphia, PA
- 1988 - 1990 Resident in Medicine, Hospital of the University of Pennsylvania, Philadelphia, PA
- 1990 - 1991 Chief Medical Resident, Hospital of the University of Pennsylvania, Philadelphia, PA
- 1991 - 1994 Fellow in Hematology/Oncology, Hospital of the University of Pennsylvania, PA

Faculty Appointments:

- 1990 - 1991 Instructor in Medicine, University of Pennsylvania School of Medicine
- 1994 - 1998 Assistant Professor of Medicine, Tulane University School of Medicine
- 1998 - 2003 Associate Professor of Medicine, Tulane University School of Medicine
- 2003 - Professor of Medicine, Tulane University School of Medicine

Medical School and Administrative Appointments:

- 1994-1995 Internal Medicine Residency Co-director
- 1995-2002 Internal Medicine Residency Director
- 1995-2002 Med/Psy Residency Co-director
- 1995-2002 Med/Neuro Residency Co-director
- 1996-2002 Associate Director of Student Programs, Department of Medicine
- 1996-1998 Medical Director, Loyola University Nurse Practitioner Program
- 1997-2002 Med/Prev Med Residency Co-director
- 2001- Acting Associate Dean for Student Affairs
- 2002 Assistant Dean for Student Affairs
- 2002-2004 Associate Dean for Student Affairs
- 2003- Director, MD/MBA Program
- 2004-2007 Associate Dean for Admissions and Student Affairs
- 2007- Senior Associate Dean for Admissions and Student Affairs
- 2008- Medical Director, Tulane Physician's Organization (IPA)

Awards, Honors, and Memberships in Honor Societies:

- 1995 **Owl Club Award** for Outstanding Clinical Faculty Teacher as voted by medical student body, Tulane University School of Medicine
- 1995 **C. Thorpe Ray Award** for Outstanding Faculty Teacher as voted by medical house staff, Tulane University School of Medicine
- 1996 **Owl Club Award** for Outstanding Clinical Faculty Teacher as voted by medical student body, Tulane University School of Medicine
- 1996 **C. Thorpe Ray Award** for Outstanding Faculty Teacher as voted by medical house staff, Tulane University School of Medicine
- 1996 Selected **Class Sponsor**, Tulane University School of Medicine class of 1997
- 1996 **Best Speaker Award**, New Orleans Internal Medicine Board Review
- 1997 **Abstract Competition Award for Innovative Programs in Internal Medicine Education**, Association of Program Directors in Internal Medicine, March 1997
- 1997 **Owl Club Award** for Innovative Second Year Teaching as voted by medical student body, Tulane University School of Medicine

- 1997 **Owl Club Award**. Faculty Honor Roll as voted by medical student body, Tulane University School of Medicine
- 1997 Associate Director for Student Programs voted **Outstanding Department in the School of Medicine** by the Owl Club, Tulane University School of Medicine
- 1997 **Outstanding Teaching Award** as voted by the medical house staff, Tulane University School of Medicine
- 1998 **Owl Club Award**. Honor Roll for Second Year Teaching as voted by medical student body. Tulane University School of Medicine
- 1999 **Owl Club Award** for Outstanding Fourth Year Teaching as voted by medical student body. Tulane University School of Medicine
- 2000 Selected **Class Sponsor**, Tulane University School of Medicine Class of 2000
- 2000 **Owl Club Award for Outstanding Second Year Professor** as voted by medical student body, Tulane University School of Medicine
- 2000 **Owl Club Award**. Honorable Mention Medicine Attending as voted by medical student body. Tulane University School of Medicine
- 2000 **Owl Club Award T2 Tag Team Award**. As voted by the medical student body. Tulane University School of Medicine
- 2000 Associate Director for Student Programs **voted Outstanding Department in the School of Medicine** by the Owl Club, Tulane University School of Medicine
- 2000 **Gloria P. Walsh Award for Teaching Excellence**, Tulane University School of Medicine
- 2000 **Best Speaker Award**. New Orleans Internal Medicine Board Review
- 2001 **Owl Club Award T4 Outstanding Professor**. As voted by the medical student body. Tulane University Health Sciences Center
- 2001 **Tulane University Health Sciences Center Teaching Scholar Award (Chancellor's Teaching Scholar Award)** as selected by Sr. Vice President for the Health Sciences, Office of Educational Research and Services, Dean's office, faculty and students
- 2001 **Alpha Omega Alpha Faculty Teacher Award** recipient
- 2001 **Robert P. Glaser Teaching Award**, Tulane nominee
- 2002 **Tulane University President's Teaching Award**, nominee
- 2002 **Owl Club T2 Outstanding Lecturer Award**. As voted by the medical student body. Tulane University Health Sciences Center
- 2003 **C. Thorpe Ray Outstanding Faculty Teacher Award**, as voted by medicine house staff, Tulane University Health Sciences Center
- 2005 **Southern Society for Clinical Investigation**, member
- 2005 **Gold Humanism Honor Society**, member
- 2006 Selected **Class Sponsor**, Tulane University School of Medicine Class of 2006
- 2006 America's Top Physicians, SLD Industries
- 2007 **Best Lecturer**, Tulane/Xavier joint course: Cancer, Causes, Treatment and Disparities

Board Membership

- Managing Editor, Hematology/Oncology Section. eMedicine, an electronic textbook of medicine. Michael Zevitz, Editor-in-Chief
- Clinical Board member, ePocrates, Inc.

Reviewer: Journals:

- Southern Medical Journal
- Teaching and Learning in Medicine
- Thrombosis and Haemostasis
- Archives of Internal Medicine

Reviewer: Projects Related to Medical Education:

- Reviewer for Graduate Education in Internal Medicine. A Resource Guide to Curriculum Development, the Federated Council for Internal Medicine (FCIM) Task Force on the Internal Medicine Residency Curriculum, 1997.
- Abstract Reviewer. 1999, 2000 National Associates Competition, American College of Physicians

- Poster reviewer. 1999 Medical Student Clinical Vignette Competition. American College of Physicians National Meeting
- Abstract Reviewer. 2000 Association of Program Director's in Internal Medicine Annual Spring Meeting
- Abstract Reviewer. 2000 Association of Program Director's in Internal Medicine Annual Fall Meeting
- Textbook Reviewer for Doody Publishing. Provides on-line reviews of textbooks relevant to medical education

Funded Educational Research:

- 1998 Tulane TIME, \$4720. Use of standardized patients to teach end of life skills. Louisiana Board of Regents (Principle Investigator).
- 1998 Tulane TIME, \$4100. Beyond PBL: Use of standardized patients to teach pathophysiology. Louisiana Board of Regents (Co-Investigator).
- 1998 Tulane TIME, \$9000. CD-ROM Ophthalmology teaching program. Louisiana Board of Regents (Co-Investigator).
- 1999 Tulane TIME, \$4500. Student Preceptor Program for Pathophysiology. Louisiana Board of Regents (Co-Investigator).

Other National and Regional Academic Activities Related to Medical Education:

- 1996- American Board of Internal Medicine, test-item writer and reviewer (Hematology and Oncology subspecialties)
- 1998-2000 Regional Representative for Special Interest Group on Residents as Teachers, AAMC
- 1998 Associates Liaison Committee member, American College of Physicians LA-MS Chapter
- 1998 Educating Physicians on End-of-Life Care (EPEC) Project Trainer, American Medical Association
- 1999 American Medical Association Section on Medical Schools Representative
- 2000 General Internal Medicine Generalist Education Leadership (GIMGEL) and Association of Professors of Medicine Faculty Development Project Participant
- 2000 Test-item writer for American College of Physicians-American Society for Internal Medicine Question Bank
- 2000 Test-item writer for USMLE, Step 2 exam
- 2000 Participated in review and authorship, Graduate Education in Internal Medicine. A Resource Guide to Curriculum Development, The Federated Council for Internal Medicine (FCIM) Task Force on the Internal Medicine Residency Curriculum, 2000.

Committees at Tulane University Health Sciences Center Relating to Medical Education:

- 1994- Internal Medicine Residency Evaluation Committee, Chairman
- 1994- Cancer Education Committee, Chairman 1994-1996
- 1994- Program Directors Committee
- 1995- Institutional Graduate Medical Education Advisory Committee
- 1997- Curriculum Committee
- 1997- T1 Clinical Advisory Committee, Chairman
- 1997- Committee on Student Affairs
- 2000- Admissions Committee

Major Clinical and Teaching Responsibilities:

- Faculty Mentor- Internal Medicine, Tulane University School of Med.
- Preceptor-Introduction to Clinical Medicine, Physical Diagnosis
- Group Leader- Ethics Curriculum
- Morning Report-Tulane Univ Medical Center and VAMC(5days/week)
- Attending-General Medical Service (4 months/year)
- Attending- Heme/ Onc Service (2 months/year)
- Attending-Heme/Onc clinic, Tulane University Medical Center
- Attending-Resident's Medical Clinic, Charity Hospital
- Faculty Advisor-C. Thorpe Ray Internal Medicine Interest Society
- Co-director and Preceptor-Emergency Room Primary Care Elective
- Co-coordinator- Hematology section of second year Pathology course

Symposia and Courses Related to Medical Education:

- Invited Speaker: Uncovered Medical Services. Association of Program Directors in Internal Medicine, San Francisco, CA, April 1996.
- Panelist: Match Day-Before and After. Southern Region Group on Student Affairs (AAMC), New Orleans, LA. April 1997.
- Workshop Coordinator: Resident's Teaching Skills. Southern Group on Educational Affairs (AAMC), New Orleans, LA. March 1998.
- Faculty Workshop Leader. Teaching in Lecture. Association of Program Directors in Internal Medicine Chief Resident's Workshop, San Diego, CA. March 1998.
- Panel discussant. The "Teaching Resident of the Month" program. AAMC SIG for Residents' Teaching Skills. AAMC National Meeting, New Orleans LA, November 1998.
- Workshop faculty. Residents as teachers: Facilitating their roles as professional partners in the teaching and learning process. Group on Educational Affairs (AAMC) Annual Meeting, New Orleans, LA, November 1998
- Faculty Workshop Leader. Teaching in Lecture. Association of Program Directors in Internal Medicine Chief Resident's Workshop. New Orleans, LA. April 1999.
- Invited Speaker. Successful Integration in Hematopathology. The Point of View of the Hematologist. Group for Research in Pathology Education (GRYPE) Winter Meeting. New Orleans, LA. January 2000.
- Faculty Workshop Leader. Teaching in Lecture. Association of Program Directors in Internal Medicine Chief Resident's Workshop. Philadelphia, PA. April 2000.
- Faculty Workshop Leader. Teaching in Lecture. Association of Program Directors in Internal Medicine Chief Resident's Workshop. Atlanta, GA 2001.
- Faculty Workshop Co-Coordinator. Faculty Development Workshop, University of Mississippi School of Medicine, Department of Medicine. Jackson, MS To be scheduled 2001

Bibliography

Original Manuscripts and Letters Related to Medical Education:

1. Steinmann WC, Kahn MJ: The future general internist [letter]. *Annals of Internal Medicine*, 123:156, 1995.
2. Steinmann WC, Kahn MJ, Montgomery T: A curriculum in medical record documentation. *Academic Medicine*, 71:531, 1996.
3. Shah MK, Kahn MJ, Steinmann WC: Eliminating redundancies in Med-Peds training [letter]. *Academic Medicine*, 73:1218-1219, 1998.
4. Doucet H, Shah MK, Cummings TL, Kahn MJ: Comparison of Internal Medicine, Pediatric, and Med/Peds applicants and factors influencing career choices. *Southern Medical Journal*, 92:296-299, 1999.
5. Kahn MJ, Szerlip HM: Using standardized patients to teach end of life skills to clinical clerks. *Academic Medicine*, 74:581, 1999.
6. Kahn MJ, Blonde L: Assessing the quality of medical subspecialty training programs. *American Journal of Medicine*, 106:601-604, 1999.
7. Nuckton TJ, Luther KA, Weinberger MA, Cohen I, Cummings TL, Doucet HJ, Friedman TC, Kahn, MJ: Residency training in developing nations. An international elective for US physicians in training. *Teaching and Learning in Medicine: An International Journal*, 11:207-213, 1999.
8. Kahn MJ, Merrill WW, Anderson DS, Szerlip HM: Residency program director evaluations do not correlate with performance on a required fourth year objective structured clinical examination. *Teaching and Learning in Medicine: An International Journal*, 13:9-12, 2001.
9. Outlaw DT, Kahn MJ, De Salvo K, Cummings TL: Description of a combined Internal Medicine-Pediatrics clinic for combined program residents. Accepted for publication, *Southern Medical Journal*, 2001
10. Kahn MJ, Krause J: Integrated hematopathology: Pairing clinician and pathologist in a second year medical school course. *Pathology Education*, 2001.
11. Kahn MJ, Sherer K, Alper AB, Lazarus C, LeDoux E, Anderson D, Szerlip H: Using standardized patients to teach end-of-life skills to clinical clerks. *Journal of Cancer Education*, 16:163-165, 2001.
12. Wolfsthal SD, Stickley W, Kopelman R, Gabryel T, Kahn MJ, Broder M, Kennedy J, Rook CC, Beasley B, Edmond M, Ferguson R, Kane G, Lightfoot R, Williams S, Donovan K: Benchmarks of support in internal medicine residency training programs. *Academic Medicine*, 77: 50-56, 2002.
13. Kahn MJ: As I see it: What types of information do medical schools need from residency programs to better advise medical students in their selection of an appropriate medical specialty and residency program? *GSA (Group on Student Affairs) Reporter*, 3:6, 2006.
14. Kahn MJ, Taylor I, Krane K: Lessons learned from Katrina: Preserving the undergraduate medical education mission. *Academic Physician & Scientist*, 7-8, June 2006.
15. Kahn MJ: As I see it: How would an increase in class size affect your medical school in terms of administration, faculty and resources? *GSA (Group on Student Affairs) Reporter*, 4:10, 2006.
16. Taylor IL, Krane NK, Amedee R, Kahn MJ: Rebuilding institutional programs in the aftermath of Hurricane Katrina: The Tulane experience. *American Journal of Medical Sciences*, 332:264-268, 2006.
17. Kahn MJ, Markert RJ, Lopez FA, Spector S, Randall H, Krane NK: Is medical student choice of a primary care residency affected by debt? *Medscape General Medicine*, 8 (4):18, 2006 (electronic journal).
18. Conard CJ, Kahn MJ, DeSalvo KB, Hamm LL: A student clinical experience in Africa: Who are we helping? *Virtual Mentor (AMA Journal of Ethics)*, 8:855-858, 2006 (electronic journal).

19. Kahn MJ, Markert RJ, Johnson JE, Owens D, Krane NK: Psychiatric issues and answers following Hurricane Katrina. *Academic Psychiatry*, 31:200-204, 2007.
20. Landry MD, Markert RJ, Kahn MJ, Lazarus CJ, Krane NK: A new approach to bridging content gaps in the clinical curriculum. *Medical Teacher*, 29:e47-50, 2007 (electronic publication).
21. Krane KK, Kahn MJ, Markert RJ, Whelton P, Traber PG, Taylor IL: Surviving Hurricane Katrina: Reconstructing the educational enterprise of Tulane University School of Medicine. *Academic Medicine*, 82:757-762, 2007.
22. Krane NK, DiCarlo, R, Kahn MJ: Medical education in post-Katrina New Orleans: A story of survival and renewal. *Journal of the American Medical Association (JAMA)*, 298:1052-1055, 2007.
23. Crawford BE, Kahn MJ, Gibson JW, Daniel AJ, Krane NK: Impact of Hurricane Katrina on medical student academic performance: The Tulane experience. *American Journal of the Medical Sciences*, 336:142-146, 2008.
24. Sachs BP, Krane MK, Kahn MJ: Medical School Dean as a turnaround agent. *American Journal of the Medical Sciences*, 336:181-184, 2008.
25. Kahn MJ, Nelling EF: Estimating the value of medical education: A net present value approach. Submitted for Publication.

Chapters in Textbooks and Review books:

1. Kahn MJ, Vargas-Cuba R: Hematologic Diseases. *Medicine Pearls of Wisdom*. Mike Zevitz (Ed.), Scott Plantz(ed.), Jon Adler (Ed.) Boston,MA. Boston Medical Publishing Corporation, 1998, pp. 233-246.
2. Morrison DG, Kahn MJ: Idiopathic and thrombotic thrombocytopenias. *The Intensive Care Unit Manual*, P. Lanken, S. Manaker, C. W. Hanson (Ed.). Philadelphia, PA. W.B. Saunders Company, 2001, pp. 715-721.
3. Kahn MJ: Hemolytic Anemia. *The Intensive Care Unit Manual*, P. Lanken, S. Manaker, C. W. Hanson (Ed.). Philadelphia, PA. W.B. Saunders Company, 2001, pp. 705-713.
4. Kahn MJ: Thrombocytopenia. *The Intensive Care Unit Manual*, P. Lanken, S. Manaker, C. W. Hanson (Ed.). Philadelphia, PA. W.B. Saunders Company, 2001, pp. 521-529.
5. Mikota SK, Kahn MJ: Hematology of the Elephant. *Schalm's Veterinary Hematology*, B.F. Fledman, J.G. Zinkl, N.C. Jain (Ed.). 5th edition. Hagerstown, MD, Lippincott Williams and Wilkins, 2000, pp. 1191-1195.
6. Kahn MJ: Hematology/Oncology Questions. *Internal Medicine 2000 Practice Questions and Answers*. Books 1. MedText Medical Publishing, Co. Redondo Beach, CA., 2000 pp. 1-19.
7. Kahn MJ, Arnold R, Weissman D. Palliative Care. *Graduate Education in Internal Medicine. A Resource Guide to Curriculum Development. The Report of the Federated Council for Internal Medicine Task Force on the Internal Medicine Residency Curriculum*. To be Published Spring 2001.

Abstracts Related to Medical Education:

1. *Kahn MJ, Steinmann WC, Cali M, Puschett JB: Flexible programs in internal medicine. *Association of Program Directors in Internal Medicine*, Atlanta, GA, March 1995
2. *Kahn MJ, Steinmann WC, Cali M, Puschett JB: Performance of residents enrolled in combined programs as compared to categorical medicine residents. *Association of Program Directors in Internal Medicine*, San Francisco, CA, April 1996.
3. *Kahn MJ, Chauvin SW, Szerlip HM, Bowdish BE, Krane NK: Critical thinking assessment correlates with performance on standardized tests. *Association of Program Directors in Internal Medicine*, Philadelphia, PA, March 1997.
4. *Kahn MJ, Chauvin SW, Bowdish BE, Szerlip HM, Krane NK: Can critical thinking assessment predict performance on standardized tests? *Teaching Internal Medicine Symposium, "Bridging Medical Education."* Chicago IL, September 1997.
5. *Kahn MJ, Wood MA, Connelly S, Steinmann WC:: Implementation of a combined residency program in internal medicine and preventive medicine. *Southern Group on Educational Affairs Annual Meeting (AAMC)*, New Orleans, LA, March 1998.
6. *Kahn MJ, Chauvin SW, Bowdish BE, Szerlip HM, Krane NK: Can critical thinking assessment predict performance on standardized tests? *Southern Group on Educational Affairs Annual Meeting (AAMC)*, New Orleans, LA, March 1998.
7. *Shah MK, Kahn MJ, Steinmann WC: Internal Medicine and Pediatrics: A comparison of databases. *Southern Group on Educational Affairs Annual Meeting (AAMC)*, New Orleans, LA, March 1998.
8. *Luther K, Nuckton T, Weinberger M, Cummings TL, Kahn MJ: An international elective for residents. *Southern Group on Educational Affairs Annual Meeting (AAMC)*, New Orleans, LA, March 1998.
9. *Tynes LL, Kahn MJ, O'Neill PT: An internal medicine/psychiatry clinic: An integrated experience for combined residents. *Southern Group on Educational Affairs Annual Meeting (AAMC)*, New Orleans, LA, March 1998.
10. *Kahn MJ, Chauvin SW: Implementation Of A Three-Tiered Curriculum To Enhance Resident Roles As Effective Teachers. *Association of Program Directors in Internal Medicine*, San Diego, CA, March 1998.
11. *Chauvin SW, Bowdish BE, Kahn MJ: Examining the effects of a program to prepare interns for teaching roles in medical education: Part I of the Docere Project. *8th International Ottawa Conference for Medical Education*, Philadelphia PA, July 1998.
12. *Chauvin SW, Kahn MJ, Bowdish B: Examining the effectiveness of a workshop for preparing residents and interns for their roles as teachers. *Research in Medical Education (RIME) Committee (AAMC)*. New Orleans, LA, November 1998.
13. *Kahn MJ, Merrill W, Szerlip HM: Residency program director evaluations do not correlate with performance on a required fourth year objective structured standardized examination. *Society of General Internal Medicine*, San Francisco, CA, May 1999. *J Gen. Int Med* 14(suppl 2):141, 1999.

14. Kahn MJ, Sherer K, Alper AB, Lazarus C, LeDoux E, Anderson D, Szerlip HM: Using standardized patients to teach end of life skills to third year medical students during a clinical rotation. American Society of Clinical Oncology, New Orleans, LA, May 2000. Proceedings of ASCO 2000;19:640a.
15. *Blackston JW, Schlessinger SD, Kahn MJ. Survey of medico-legal knowledge among medicine house officers. Southern Society of Clinical Investigation, New Orleans, LA March 2001

* presented

Section 3. Personal Philosophy of Teaching and Learning

There has been a sign on my door since my arrival at Tulane in 1994 that reads:

“The teacher’s job is to make the agony of decision making so intense, that the student can escape only by learning.”

I am not sure where this quote comes from but it is reflective of what makes good teaching and learning. First, teaching is a job. Teaching is why I come to work each day and it is why I do the things that I do. Teaching needs to be taken seriously and can not be the byproduct of an academic career, rather it is the reason d’être for the clinician educator. As a job, there is a contract between teacher and learner that needs to be explicit and needs to be honored. As such, the teacher promises to convey information, the students promise to learn and there is a promise that the outcomes will be assessed.

The second part of my philosophy is that teaching does not occur in a void, but rather requires students to not only understand, but also to assimilate, assess, and use information to make decisions. Sir William Osler wrote, “Teach the student how to observe, give him plenty of facts to observe, and the lessons will come from the facts themselves.” Good teachers provide accurate, timely information; great teachers provide the framework such that observations can be converted into true understanding such that new knowledge can be acquired through extrapolation.

The third part of my philosophy is that the mark of great teachers is that they are able to impart long lasting knowledge upon their students. I still remember my great teachers and constantly reflect on what they have taught me. To again quote Sir William Osler, “What for example is more proper than the pride which we feel in our teachers, in the university in which we have graduated, in the hospital in which we have been trained.” In addition to providing information to local students, the true mark of an academician is the ability to affect curricula on a global scale. The primary method to do this is through careful educational research with emphasis on educational outcomes, and through publishing and presenting results of such studies on the national level so that others can benefit from the teacher’s own experiences.

Finally, to be a great teacher, you must teach. Although this sounds trite, it is essential. I try to teach in as many venues as possible. These include, lectures, small groups, bedside teaching, and case discussions which occur with students at all levels of medical education including students in each of the four years of medical school, resident teaching, fellow teaching, nurse practitioner teaching, and physician teaching in the form of continuing medical education (CME). Just as a pitcher in baseball would never think of just pitching fast balls to left handed batters, teachers must practice varied styles to varied learners. Only through such practice can teaching skills be properly honed to be truly effective.

Section 4. Teaching and Learning Responsibilities

I teach in several formats for learners at various stages of medical training. This includes teaching medical students during each of the 4 years, teaching interns and residents, teaching fellows, teaching nurse practitioner students and teaching in CME activities. I see my three primary teaching roles at Tulane as: 1) being the Internal Medicine Residency Program Director; 2) being Associate Director for Student Programs for the Department of Medicine; and 3) Co-coordinating the Hematopathology section of the T2 pathophysiology course. My current teaching and educational activities are listed in my Teaching Scholar Vita. During the 1999-2000 academic year, I gave over 50 hours of traditional lecture, I participated in over 200 hours of morning reports, and I delivered at least 400 hours of bedside teaching as a ward attending, physical diagnosis preceptor and co-director of the Emergency Room Primary Care elective.

Section 5. Teaching/Learning Methods and Strategies

A. T2 Hematopathology Course

In speaking with pre-clinical students and reflecting on my own pre-clinical medical education, the hardest part of being a medical student was learning what was important and relevant. A common fear amongst students is to fear that missing something taught will lead to a bad patient outcome. Towards this end, beginning in the 1996-1997 academic year, I met with the pathology department to discuss a method to teach hematopathology. The idea was to tie a basic scientist with a clinician to teach a given concept. The students have awarded Owl Club Awards annually for this part of the pathophysiology course. In addition, our course has been presented nationally at the annual Group for Research in Pathology Education (GRYPE) and has been the subject of a published manuscript in the journal *Pathology Education*.

B. T3/T4 Death and Dying Workshop

A fundamental difficulty that first year residents face is how to deliver bad news to their patients and families and how to discuss end of life issues. Towards this end, in 1998, I was the principle investigator on a TIME grant to use standardized patients (SPs) to teach end of life skills to clinical clerks. The workshop used two standardized cases that I constructed. Small groups of students and a preceptor met with a trained SP to discuss four topics including delivering bad news, managing cancer pain, discussing do not resuscitate orders, and appreciating cultural differences in the dying process. This project was the subject of an *In Progress* report published in *Academic Medicine* as well as a full length manuscript which will be published in the *Journal of Cancer Education*.

C. T3 Medicine Rotation

Louis, the father of medical statistics, was fond of stating “Ars medica tota in observationibus [the whole art of medicine is in observation]. Towards that end, students learn clinical medicine through the use of their powers of observation at the patients’ bedside. Bedside teaching allows for teaching students how to observe, record, interpret and manage complex disease. The principle teaching style I use on the medical wards is precisely this format.

Section 6. Methods to Assess and Evaluate Students' Learning

One of the major issues facing post graduate medical training is Quality Assessment. There is little written about this topic in the medical literature. About two years ago, Larry Blonde from Ochsner and I published our views on this topic in the American Journal of Medicine. The one conclusion from our article is that one of the few outcomes measures available is board pass rates which are currently published on the American Board of Internal Medicine website. Because this data is available, many residency applicants use this material to make decisions concerning residency applications. Towards this end, I have participated in writing for several board review books including Internal Medicine 2000 (Medtext Medical Publishing: Redondo Beach, CA, 2000), and Internal Medicine Pearls of Wisdom (Boston Medical Publishing: Boston, MA 1998). Our residents have on occasion used both of these to help assess their knowledge and improve their test scores. I have also participated in writing practice questions for the American College of Physicians test bank which many residents use as a board preparation tool. Finally, through my involvement with APDIM, I have participated in developing a national survey of residency programs to attempt to identify benchmark characteristics of programs that can eventually be used to assess quality. A manuscript pertaining to this study is currently under review for the journal Academic Medicine.

Another area of assessment in which I have an interest is assessing educational outcomes at the medical student level. One project involved investigating the correlation between residency program director evaluations and medical student performance. This study was published recently in Teaching and Learning in Medicine: An International Journal. I have also been working on publishing another study comparing critical thinking skills in residents with their performance on standardized tests.

Finally, I continually evaluate the progress of my resident in the residency program. Although I did not develop the form that we use, I have modified it for our program. Our program stresses the role of the resident as a teacher, and we use a monthly evaluation form to assess resident teaching skills.

Section 7. Assessment and Evaluation of Teaching Effectiveness

Residents

I have included in an appendix two representative evaluations that I have received from residents*, in addition to one unsolicited letter that is part of my evaluation file*. I have also included an unsolicited thank you letter from one of my residents for whom I have been a mentor*. Although I clearly have had the help and support of many faculty members in the Department of medicine, and am clearly not solely responsible for these results, I have provided a graph of the cumulative three year board passage rate for our program since I have been the director*. The pass rate increased from 33% to 96% over 6 years .

Students

I have included two representative unsolicited student letters* and a thank you letter from the Class of 2000, for which I served as the Class Sponsor. My greatest teaching achievement to date, has been receiving the Gloria P. Walsh Award. I have included the write-up that was in the graduation program concerning my award*.

Other National Assessments

I have included an assessment of a workshop that I directed with Dr. Sheila Chauvin at a national meeting of chief residents*. I have also included an unsolicited note from the Chairman of Medicine at Baylor following his visit to our program*.

* not available online (hardcopy only)

Section 8. Course & Curriculum Development, Innovations in Medical Education

A. T3/T4 Death and Dying Standardized Patient Workshop

The Death and Dying workshop is a standardized patient workshop to teach students end of life skills in real time. The initial preliminary idea was the subject of an In Progress report in the journal, *Academic Medicine*. A full length manuscript was also published in the *Journal of Cancer Education* concerning the outcomes of this project. This workshop was also the subject of a media notice from the Association of American Medical Colleges.

B. International Residency Elective

Beginning in 1997, Dr. Terry Cummings and I put together an international elective for medical residents. The program successfully sent 3 residents abroad each year from the Medicine, Pediatric and Combined Med/Peds programs. This experience was the subject of a manuscript published in *Teaching and Learning in Medicine: An International Journal*.

C. Integrated Combined Internal Medicine/Preventiv Medicine Residency Program

In 1996, Dr. Tonette Wood and I successfully established and received approval for a combined residency program in Internal Medicine/Preventive Medicine. We were the first of only three programs approved nationally. Our program continues to be successful and our program has been a template for other combined programs.

D. T2 Hematopathology Course

In 1996, I met with the pathology department with an idea to combine clinical material into the hematopathology block. This endeavor has been successful and was presented nationally at the Group on Research in Pathology Education (GRPE) meeting and was published in the journal *Pathology Education*.

E. Documentation Skills Curriculum-

Lastly, we published an In Progress report in *Academic Medicine* describing a novel mechanism to teach medical residents Documentation skills.

Section 9. Teaching and learning Materials*

In this section* I have included several examples of curricula or parts of curricula that I have developed. To provide a broad representation, I have tried to include a variety of teaching formats intended for learners at various stages of training. I have included a lecture handout for a lecture on Pain for the Pharmacology course for the Tulane-Loyola Nurse Practitioner Program. I have also included a PBL style case for the T2 Hematopathology course. I have included one of the Standardized Patient Cases I constructed for the End of Life Care Workshop for the T3/T4 students. I have also included an outline of a curriculum on Palliative Care that I developed with two other national experts for inclusion in a standard national curriculum for Internal Medicine Residency Programs.

*** hard-copy version only (not available online)**

Section 10. Teaching/Educator Awards and Recognition

Since my arrival at Tulane in August of 1994, I have received eleven Owl club Awards for Teaching. I have also received the C.Thorpe Ray Award for clinical teaching from the medical house staff twice and have received a recognition award from the house staff once. The Department of Medicine has received the Outstanding Department Award twice since I have been on the faculty. I have been chosen as the class sponsor twice and was fortunate to have been the recipient of the Gloria P. Walsh Award for teaching excellence which was presented at the Medical School Graduation ceremony in 2000. I have received Outstanding Speaker Awards twice for the Internal Medicine Board Review Course co sponsored by Tulane, LSU and Ochsner. I have also received an award for Innovative programs in Internal Medicine Education by the Association of Program Directors in Internal Medicine. A complete listing of my teaching awards can be found in my Teaching Scholars Vita.

Section 11. Leadership in Medical Education

As stated in Section 3, part of being an effective teacher is being able to influence the way in which others teach. At the local level, at Tulane I serve as the Internal Medicine Residency Program Director. Although, to quote a former first lady, “it takes a village” to run a residency program, under my leadership the program has received full accreditation with a four year cycle length (typical cycle lengths are three years). In addition, the board passage rate has increased steadily since I have been director. I am also the Associate Director for Student Programs in the department. Since assuming this role in 1996, the Department of Medicine has been awarded two Owl Club Awards for Outstanding Department, an award that had not been won previously since 1965. I also have served on the Curriculum Committee for the past 4 years, I chair the T1 Clinical Advisory Committee, I serve on the Institutional Graduate Medical Education Advisory Committee, and I serve on the Committee for Student Affairs. I am also the councilor for Tulane’s chapter of Alpha Omega Alpha and have been class sponsor in 1997 and 2000.

At the regional level, I serve on the Associate’s Committee of the American College of Physicians. Nationally, I am a member of the Association for Program Director’s in Internal Medicine and serve on several of their committees. I am also one of the Medical School’s Representatives to the AMA. Since my arrival to Tulane I have published 24 manuscripts in the field of medical education and one other is in preparation. I have also published 7 chapters in textbooks to facilitate others learning and have presented multiple workshops and/or papers at national meetings concerning medical education.

Section 12. Professional Teaching & Learning Goals: Short Term & Long Term

Collins and Porras, in their book, *Built to Last. Successful habits of visionary companies* (Harper Business: New York, 1997) describe commonalities in successful enterprises. In their view, successful organizations have a set of core values by which they make decisions in addition to a bold mission statement, which these authors term BHAGs or big, hairy, audacious goals. BHAGs are commonly used as powerful mechanisms to stimulate progress. Upon first taking over the Internal Medicine Residency Program I constructed our three core values which can be found on our website. I similarly have codified my own teaching core values and BHAG. To summarize from my teaching philosophy section, my core values for teaching are:

1. Good teachers establish and respect contracts between the teacher and the learner
2. Good teachers provide facts that can be used for extrapolation
3. Good teachers impart lifelong knowledge upon the learner
4. To be a good teacher you have to teach

My BHAG is to become a nationally recognized educator who is known for vision, creativity, and insight such that I can affect the education of medical students and residents at the national level. I see several ways to accomplish this goal including continued activity at Tulane, continued participation in national incentives and continued contribution to the medical education literature. At the end of my career, I hope to be able to say that I have made a difference in medical education.