

WSU SOM TEACHING GRID SAMPLE ITEMS

FROM: JANUARY 1, 20XX

TO: DECEMBER 31, 20XX

Type of Teaching Activity and Type of Learner(s)	Your Role	Total # of contact hours this year	Total # of hours in preparation this year	Total # of learners	Evaluation: Mean, SD (if appropriate and available), scoring scale; other evaluative/ outcome data
COURSE DIRECTION					
Physical Diagnosis – Clinical Medicine 2: MS2 students	Course Director	250	15	300	Numerical scores not given. “Strongly agree” and “Agree” 70-92% in all categories.
Self-study Modules - Physical Diagnosis: MS2 students	Author of modules Monitored student performance on BlackBoard	50	20	300	All students completed the modules (not graded)
Standardized Patient Program: Standardized Patients	Design of session Demonstration, practice, and individual SP certification	80	15	18	All Standardized Patients met certification requirements
MedStart Coordinator (MedStart - WSU BS/MD program): Undergraduates	WSU-SOM Director of Program	40	10	60	4.3(0.8)/5.0
FPH7240 Epidemiology I: Graduate students	Course Director	42	15	35	4.8(0.4)/5.0
LECTURES					
MedStart Seminar- Talking to your patients: Undergraduates	Didactic followed by Small Group sessions	6	3	30	Student ratings: 85% “excellent” 15% “very good/good”
Introduction to Mol. Biol. Genetics, MBG 7010: M.S. students, Physiology graduate students	Lecturer	10	3	35	Scale: 0-5 (5 excellent) Rate the course: 4.66±0.29 Rate instructor teaching: 4.33±0.41

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Neonatology Physiology Series: Residents and fellows	Lecturer/discussion leader	8	1	7	7.8/9.0
Board Review	Presenter/discussion leader	15	8	18	4.3/5.0
LABORATORY PRECEPTING					
Research supervision: Undergraduate students	Laboratory research supervision	200	10	6	All students completed rotation successfully
Research supervision: Ph.D. students	Laboratory research supervision	200	10	5	Students are making expected progress toward degree completion; 7 abstracts presented, 2 publications in press
Research supervision: Postdoctoral fellow	Theoretical and experimental training	220	20	1	1 manuscript in press, 1 submitted for publication
CLINICAL INSTRUCTION					
Internal Medicine – Ambulatory Clinic: MS4 students	Clinical Preceptor	240	5	4	“Strongly agree” and “Agree” in all categories
Dept. Teaching Rounds: Resident, interns, sub-intern, students	Bedside teaching	80	5	6	8.6(0.7)/10
Clinical Skills Center Physical Diagnosis: MS2 students	Preceptor for PD sessions	30	5	720	90% indicated that small group sessions were “very helpful/helpful”
Ambulatory Clinic: MS1 students	Individual clinical teaching	32	1	4	
Cardiology: Echocardiogram teaching for fellows	Attending physician	400 hours		5-6	1.22 (.31)/5; 1 = excellent
MENTORING/ADVISING					
Residency program: PGYI, II, III residents	Academic advisor	36	4	6	All are making expected progress
Resident Research Month: PGY III resident	Mentor Research Project	15	5	1	4.8(0.9) on a scale of 1-5

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Residency Research Advising, PGY I - IV	Research Mentor	35		7	3 residents presented abstracts at national meetings; 3 published manuscripts; 1 resident is in the early stage of research project
Mentorship, advising & research supervision: Master's degree student	Thesis Committee	5	2	1	Thesis completed; will graduate June, 2013
MPH Program student advising: Graduate students	Academic advisor	30	5	2	Student has completed 2 semesters
MPH Program student advising: Graduate student	Research advisor	45	5	1	Student successfully completed the FPH8990 MPH Project; Poster proposal submitted to national meeting.
Mentorship, advising & research supervision: Graduate student	Dissertation Committee	25	4	1	Advanced to Candidacy

Selected Student Comments:

Teaching Rounds:

- "Teaching us how to organize our thoughts made learning more manageable."
- "Best attending I've had."
- "Overall excellent teacher."
- "I hope to work with Dr. A again."

Introduction to Mol. Biol. Genetics, MBG 7010:

- "Made lots of material seem more manageable."
- "Best teacher in the class. Nicely presented information, fair exams, overall excellent teacher."
- "Well organized."
- "Very thorough slide use."

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Curriculum Development:

Integrated Medicine Rotation: Designed, directed, implemented and evaluated six curricular components within the 3-year longitudinal curriculum. This involved integration of situated learning experiences for each of the 30 residents by level of training.

Introduction to Public Health: In response to ongoing MPH Program planning and curriculum review, reformulated the Introduction to Public Health course into a Special Topics Seminar to continue as a core requirement for all MPH students. New course materials have been created to support this new seminar, including syllabus, learning objectives, learning activities, and evaluation.

Educational Administration:

Residency Program Director: Provide oversight to the residency, responsible for: program accreditation; faculty and resident recruitment; curriculum development; residency policies and procedures development and implementation; inpatient and outpatient service schedules; competency-based evaluation system.

Postdoctoral Fellowship Program Director: Provide oversight to the fellowship, responsible for program accreditation; faculty and resident recruitment; curriculum development; faculty development; policies and procedures development and implementation; competency-based evaluation system.

Educational Committees:

SOM Curriculum Committee: Meet monthly with committee members and provide input into SOM curriculum decisions.