**Curriculum Development**

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| {*Insert Curriculum summary here*}Ex. I have been involved in innovative curricular design in undergraduate medical education across all four years of the curriculum, including the medical school’s extensive curricular reform initiative that I help lead in 2012. |

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| Undergraduate Medical Education  |
| Title | **Course Description** | **Date** |
| *UME Curriculum Reorganization* | *We embarked on major curriculum reform in the COM. Our goal was to re-examine our educational program and objectives to ensure that we were meeting the educational needs of our students and.** *Integration of Clinicians and Basic Scientists with emphasis on clinical relevance*
* *Active Learning and decreasing lectures*
* *Integrated an Organ System Based Curriculum*
 | *2011 - Present* |
| *POM I and POM II Curriculum Reorganization* | *Active Learning Curriculum - The preclinical courses previously known as ICM I and ICM II (Introduction to Clinical Medicine) had to reinvent themselves and become organized in a way that better aligned with the basic science modules. In addition, we wanted to emphasize* | *2011 – Present* |
| *Junior Bootcamp* | *I organized a required skills-based workshop in the simulation center in order to better prepare students for their experience on the wards. We recruited over 10 seniors and 4 faculty members to participate in this program. This bootcamp includes the following:**- Using EPIC to extract patient information**- How to write a SOAP note**- How to present a SOAP note* *- Basic gowning and gloving technique**- Surgical hand-washing technique**- Tour of important places in the hospital* |  |
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| Graduate Medical Education |
| Title | **Course Description** | **Date** |
| *Course, Lecture, or Module Title* | *Brief description of your role and focus of this particular course.* | *From – To* |
| *Resident Teaching Videos* | *In response to the LCME requiring every medical school provide some training to residents on basic teaching skills I produced two teaching videos using residents and students as actors. One was on teaching bedside skills and the other on clinical reasoning. These videos are viewed annually by all house staff at this institution.* | *2015 - Present* |
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| Continuing Medical Education |
| Title | **Course Description** | **Date** |
| *Course, Lecture, or Module Title* | *Brief description of your role and focus of this particular course.* | *From – To* |
| *Teach the Teacher Conference* | *I started a new conference at UAMS aimed at gathering educators together to showcase their work and have workshops and talks aimed specifically at improving teaching skills. This conference started out….* | *2010 - Present* |
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**Programmatic Development**

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| {*Insert a brief summary of you program development here*}Ex. I have been involved in helping create several programs for the COM. Most program reforms address improving career guidance, academic advising, decreased student burn out, and….. |

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| Undergraduate Medical Education  |
| Title | **Course Description** | **Date** |
| *Course, Lecture, or Module Title* | *Brief description of your role and focus of this particular course.* | *From – To* |
| *Academic Houses Program* | *Taking on a lead role in the implementation of a college-wide Academic Houses project for all 696 students and 39 faculty was a challenge that has proved to be very gratifying. Our objectives were to create a program aimed to improve career guidance, academic advising and wellness for the students.*  | *2016 - Present* |
| *Simulation Training Program for Education* | *I helped create a day-long course for interested faculty across the university to become trained in simulation education. I contributed to the following parts of this curriculum:* *- Creating simulation cases using a template**- The importance of active learning and the philosophy behind simulation* *- Basic facilitation skills**- How to give feedback to learners* | *2012 - Present* |
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