**TEMPLATE: EDUCATORS’ / TEACHING PORTFOLIO**

* **Personal Statement / Philosophy**

A teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. In addition to general comments, your teaching philosophy should discuss how you put your beliefs into practice by including concrete examples of what you do or anticipate doing in the classroom.

<https://cei.umn.edu/writing-your-teaching-philosophy>

* **Overview of educational activities**

Brief introduction to your educational activities. What do you do? Who do you teach?

* **Educational Contributions**

***Teaching***

I use active learning approaches and just-in-time teaching to engage my learners.

**EXAMPLE 1 (recurring lecture)**

**Teaching activity:** Anatomy 101

**Role:** Instructor

**Learners and amount of contact:** 4 hours every week to Medical Students for the entire semester This lecture series introduces medical students to human anatomy

**Outcomes:** Below are my teaching evaluation average scores for the past 6 years and selective comments from students on the effectiveness of my teaching.

Comments:

* I have always struggled with understand something about Anatomy. Dr. B helped me to understand it better.
* I liked the use of PollEverywhere in the class. I don’t usually speak up and the tool helped me to be more engaged by asking questions online and getting them answered.
* I couldn’t make it to class one day and when I emailed Dr. B, she responded and shared the day’s notes with me. I was able to catch up with the class.

**EXAMPLE 2: ONE TIME LECTURE**

**Teaching activity:** Lecture on Otitis Media. Where and when? date?

**Role:** Instructor / Co-presenter with who?

**Learners and amount of contact:** 1 hour long lecture to Pediatric Residents.

* This was a TBL session that included active learning strategies to engage learners
* I used poll everywhere to engage the learners
* I used 1-2-4 to engage learners. 1-2-4 is an active learning similar to think-pair-share whereby leaners think about a question, pair with someone then the two pairs with another 2 students and report out what they heard not said.

**Outcomes:** Quantitative and qualitative data from your evaluations

***Curriculum Development***

Overview of curriculum development you have been involved with. Provide examples

**EXAMPLE**

**Project title:** Pediatric resident knowledge and self-efficacy in Adolescent Medicine

**Summary:** Discussions on risky sexual behaviors and eating disorders can be an area for discomfort for residents. A curriculum based on real cases was developed to improve resident confidence and expose them to cases at the beginning of the rotation.

**Role:** Co-investigator. Curriculum development, IRB preparation and submission, abstract and manuscript development, development of data collection instrument, development of online Blackboard course for supplemental information.

**Funding:** None

**Outcomes**: 2 publications, 5 national/international conference presentations, 1 published curriculum in MedEdPortal.

* Pasold TL, Woods JL, Portilla MG, Nesmith JD, **Boateng BA**. An examination of eating disorder education and experience in a 1-month adolescent medicine rotation: what is sufficient to foster adequate self-efficacy? Int J Adolesc Med Health. 2018 Jun 28. <https://www.ncbi.nlm.nih.gov/pubmed/29953405>
* Woods JL, Pasold TL, Boateng BA, Hensel DJ. Medical Student Self-Efficacy, Knowledge and Communication in Adolescent Medicine. International Journal of Medical Education 2014 (5):165 - 172.
* Woods J, Pasold T & **Boateng BA**. Adolescent Medicine and the Trainee: Evaluating Self-Efficacy, Knowledge and Communication through the Utilization of Standardized Patient Simulations. MedEdPORTAL; 2012 Available from: [www.mededportal.org/publication/9137](http://www.mededportal.org/publication/9137). **Curriculum has been viewed 388 times and downloaded 54 times.\*\*\***

***Mentoring and Advising***

Overview of mentoring activities, who you mentor. Include local and offsite mentoring

**EXAMPLE 1**

**Student(s):** Student A, PhD candidate for Microbiology

**Graduate student 1:** I have served as the chair of this student’s dissertation committee since 2014. Their project involves testing a new biomarker on mice models.

**Outcomes:**

* Graduate student has graduated and is now a post doc where?
* Published 2 papers on this study. Add paper references

**EXAMPLE 2**

**Residents: Ama Karikari, MD, Paula Escheverri, MD and Alison Burbank, MD**

This project involved developing a medical Spanish module for pediatric residents. Dr. Boateng provided instructional design guidance throughout the process of developing and executing the project. This included designing the module, recording and editing audio and content.

* These residents received the 2014 W. Thomas Dungan Award for Outstanding Scholarly Project for this project.
* The module is currently being used by over 90 pediatrics residents and is available at this link: <https://pediatrics.uams.edu/wp-content/uploads/sites/11/modules/MedSpanish2/story_html5.html>

***Educational Scholarship***

Provide overview (2-3 lines) of educational scholarship before providing examples.

**Example 1:**

**Project title:** Transitioning in self management after pediatric heart transplant.

**Summary:** Qualitative study to assess how adolescent who have had pediatric heart transplant transitioned into self management. This was a joint national study with the Children's Hospital of Atlanta.

**Role:** Co-investigator: Development of online focus group system to collect data. Analyses of the online system as an effective tool for qualitative research with adolescents.

**Funding:**$50 000

**Outcomes:** 2 publications, add presentations,

1. **Boateng BA,** Nelson MK, Huett A, Meaux JB, Pye S, Schmid B, Berg A, LaPorte K, Riley L, Green A. *Online Focus Groups with Parents And Adolescents with Heart Transplants: Challenges and Opportunities.* *Pediatr Nurs. 2016 May-Jun;42(3):120-3, 154.*
2. Meaux J, Green A, Nelson MK, Huett A, **Boateng B,** Pye S, Schmid B, Berg A, LaPorte K, Riley L. Transition to Self-Management after Pediatric Heart Transplant. *Progress in Transplantation. September 2014 Vol 24*

**Example 2:**

**Project title:** The Pediatric Milestone Assessment Collaborative

**Summary:** National examination of the pediatric milestones, a project with the American Board of Pediatrics (ABP) and the National Board of Medical Examiners (NBME)

**Role:** Review and discuss pediatric milestones with a national committee

**Funding:** Funded by NBME and ABP.

**Outcomes:** 1 Publication

1. Hicks PJ, Margolis MJ, Carraccio CL, Clauser BE, Donnelly K, Fromme HB, Gifford KA, Poynter SE, Schumacher DJ, Schwartz A, **PMAC Module 1 Study Group**. [A novel workplace-based assessment for competency-based decisions and learner feedback](https://www.ncbi.nlm.nih.gov/pubmed/29688108).  *Medical Teacher ,* 2018, 24:1-8

(NOTE: Authorship listed under the PMAC Module 1 Study Group)

***Educational Leadership and Administration***

What educational roles or committee assignments do you have?

EXAMPLE of ROLES:

* Program director
* Course director
* Clerkship director
* Vice chair of education

EXAMPE OF COMMITTEE ASSIGNMENTS

|  |  |
| --- | --- |
| Committee / Role | Overview of Committee Activities |
| Essential Core Course Director (ECCC)  Member, 2002 – present | This committee meets monthly to discuss issues that affect multiple EC blocks and to share results of curricular and administrative innovations. I work closely with Dr. Helen Loeser, associate dean for academic affairs, and Dr. Ramu Nagappan, curriculum coordinator, on the steerage of this committee. |

***Awards and Recognition***

What types of educational awards have you received? Examples of awards available at UAMS include

* Educator of the year
* Red Sash Award
* Golden Apple Award
* Residency Educator Award
* Master Teacher Award
* Mentoring Award
* Educational Research Award
* Educational Innovation Award

**EXAMPLE:**

2014 Recipient of the Department of Pathology Education Innovation Award.