

Educator Portfolio

Revised September 2016

NAME:

TITLE(S): Associate Professor, Pediatrics and Pediatric Critical Care
Associate Vice Chair of Education, Department of Pediatrics
Director of Subspecialty Training Programs, Department of Pediatrics
Fellowship Director, Pediatric Critical Care Medicine

PRIMARY EDUCATIONAL ROLE(S):

Associate Vice Chair of Education, Department of Pediatrics
Director of Subspecialty Training Programs, Department of Pediatrics
Fellowship Director, Pediatric Critical Care Medicine

I. Philosophy of Teaching/Personal Development

It is difficult to imagine anyone living a life completely devoid of teaching. The conveyance of information and expertise is a universal human experience. From teaching a child to walk or speak to explaining the most recently downloaded app on a smartphone; we interact with others as learner and educator. While we all participate in these activities, I am among those who have a particular passion for teaching.

My area of teaching is medical education and the practice of clinical medicine. As a pediatric critical care physician I have found ample opportunity to teach at the bedside, at the medical school, in local, national and international forums. I have taught patients, parents, emergency medicine technicians, nurses, students and faculty. I have used lecture format, discussion groups, presentations, workshop, simulations, games and publication as ways to teach. I continue to embrace the opportunity to learn new ways to educate, coach and lead my students.

As I reflect on my fundamental beliefs about teaching I can identify some characteristics that I find to be essential; enthusiasm, a willingness to be self critical, a sense of humor, humility, a commitment to preparation balanced with the flexibility to embrace a new line of question or interest from the audience and faithfully practicing ongoing reassessment. In the following sections, I will endeavor to demonstrate how I incorporate these into my teaching.

I believe that students learn best when they have an emotional or personal stake in the subject at hand. This is easily done in medical teaching, as I will often use a clinical scenario to teach or reinforce a concept. Putting the learner in the hypothetical situation of caring for a patient appeals to their personal identity as a medical caregiver while testing their ability to translate knowledge into action. Often I include details that give the hypothetical patient greater emotional value to the learner, such as creating a scenario involving a twenty three year old when teaching at the medical school, or showing a photograph of an actual patient who has given permission to be used in a presentation. Identification with elements of the topic at hand in a personally relevant way renders the student more attentive and invested. Frequently, I place the learner into the hypothetical construct, creating a setting in which they are trying to achieve some outcome for their patient or trying to be the most outstanding member in their field of choice. Beneficence and the drive toward self-improvement are two powerful teaching allies in clinical medicine.

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I feel that fostering confidence in the learner is a key component of good teaching. Ever mindful of maintaining a healthy ratio of confidence to competence, I first work with my students to convince them that they have skills of critical thinking and purposeful learning that will permit them to excel. I emphasize the importance of exercising those attributes within the architecture of passion, humility and a strong work ethic. I teach ownership for outcomes as a form of empowerment. Although I initially found it uncomfortable, I intentionally model fallibility and commend my students for thinking of things beyond the boundaries of my expertise. I then use that situation as a forum for discussion on how to find answers and problem solve the unknown, a vital skill in my field. Although I am generally considered the authority figure as I teach, I am comfortable with the shifting authority that often happens in a robust teaching exchange. It is generally the case that my students have much that they can teach me and I encourage them to participate in the educational process for all of us. I tell my residents that the mark of my success as a teaching attending is when they will argue with me. In the crucible of the critical care unit this is not easy for them. I explain that I want them to have learned so much about their individual patients and the process of clinical care that they can independently form a diagnosis or care plan and defend it using evidence from their exam, history, clinical information supported by evidence from the literature. It is remarkable to see them rise to the task, invigorated with knowledge, poised and (respectfully) confident.

When circumstances are appropriate, I try to engage my learners with creative pedagogy. This has proven invaluable for learner engagement. I take the opportunity to point out analogies between clinical medicine and Greek myths or Irish folktales. To teach prioritization of information I have on occasion asked my residents to present a patient in Haiku or verse. I use impressionism to teach x-ray interpretation. Fortunately, Pediatrics is a field that demands a healthy sense of humor and creativity of its practitioners. Although these are not primary teaching means they are very effective in getting the learners' full attention.

Finally, frequent reassessment is a core principle of my teaching philosophy. I carefully read my evaluations, solicit verbal feedback from my students and solicit skilled observers. Similarly, I am a keen observer of others' teaching methods and styles. I test how well I have taught by watching my students apply their new knowledge to clinical medicine, explain something to a patient or teach the topic to another learner. The iterative nature of all elements of education from curricular design to learner assessment to well done research will fill many years to come as I endeavor to serve as best I can in a career in medical education.

Date of last update: September 2016

FIVE-YEAR GOALS AS AN EDUCATOR

1. Increase outcome metrics for PCCM fellowship, including board pass rates, ITE scores and scholarly productivity by the PICU fellows
2. Create Graduate Survey that can be used by the PICU fellowship for monitoring outcomes of their fellows, track utilization by fellowships and track graduate data.
3. Attend Harvard Macy course on Leadership for Medical Educators. Use this training to implement GME system- wide process for promoting best practices in professionalism and remediation of gaps between expectations and performance.
4. Publish medical documentation curricular study
5. Revise and improve Department of Pediatrics Core curriculum for fellows. Increase participation by those divisions not currently utilizing this resource.
6. Submit workshop to APPD Spring on departmental Core Curriculum topics and ultimately publish including other FDs.

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Section 1. Teaching:

Activity	Year(s) Taught	Title or topic of activity	Teaching strategy and context	Where taught (local, reg, national, international)	Total teaching hrs/yr for this activity	Type of learner	Number learners/yr for each activity
1	2016	Approach to the Difficult Learner.	Interactive Workshop	National: APPD Spring Meeting	8	Advanced Faculty, Program Directors	40
2	2016	Best Practices in Medical Documentation	Interactive Workshop	National: APPD Spring Meeting	30	Advanced Faculty, Program Directors	16
3	2016	Crucial Conversations: moving from Conflict to Constructive	Large group lecture and presentation	National: APPD Fall Meeting	25	Advanced Faculty, Program Directors	200
4	2016	Shock: Diagnosis and Therapeutic Approach	Small Group Lecture and Interactive Discussion	Local: Hospital	20	Fellows, Residents, Medical Students	30
5	2014	Case-based physiology course; pharmacology, cardiovascular regulation, Renal physiology, Respiratory Physiology	Small Group facilitated case based discussions with emphasis on physiologic concepts, recognition and progression or pathophysiology and standard treatment	Local: Medical School	160	Year 1 Medical Student	8
6	2009-2016	Pharmacology of Shock	Large Group Lecture	Local: Medical School	4	Year 1 Medical Student	150
7	2014-16	Breaking Bad News	Large Group Lecture	Department	4	Junior Pediatric and Med/Peds Residents	25
8	2014-16	Communication Skills Workshop: Discussing Medical Error	Large Group, Discussion	Local: Department	2	Junior Pediatric and Med/Peds Residents	25
9	2008-2016	Pediatric Board Review	Pediatric Critical Care for the Boards	Local: Department	4	Senior Pediatric and Med/Peds Residents	25
10	2002-2016	Pediatric Critical Care Service rounds	Beside teaching of fundamentals of critical care management	Local: Department	320	Fellows, Residents, medical, pharmacy, Ethics, & Nurse Practitioner students	6 to 9
11	2002-2016	Pediatric Critical Night Team	Beside teaching of fundamentals of critical care management	Local: Department	72	Fellow, Resident, nurses, med student	4 to 5
12	2008-2010, 2012-2014	Cardiovascular Physiology	Small Group Lecture and Interactive Discussion	Local: Pediatric Critical Care Fellowship Core Curriculum	3	Pediatric Critical Care Fellows	9
13	2008-2012, 14,16	cellular mechanisms in the pathophysiology of sepsis	Small Group Lecture and Interactive Discussion	Local: Pediatric Critical Care Fellowship Core Curriculum	6	Pediatric Critical Care Fellows	9
14	2012	Shock: Diagnosis and Therapeutic Approach	Medium Size Group Lecture	Regional: University of Akron NP Seminar	6	Nurse Practitioner Students	20
15	2011	Conflict Management	Workshop for Chief Resident Forum at APPD (Association Pediatric Program Directors)	National: APPD Spring Meeting	8	Rising and Graduating Chief Residents	60
Grand Total					672		617

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Section IV. Mentoring and Advising:

Faculty	Period of Mentoring Advising	Years of relationship	Mentee/Advisee Role	Specific contributions to mentee/advisee development	Mentee/Advisee's notable accomplishments
Ingrid Anderson	2011-current	6.5	Asst. Professor, Director of Simulation Education, Dept. of Pediatrics	Faculty Mentor ESP, Provide career development guidance and advice, promote scholarship and educational opportunities. Oversee research project for Educational Scholars' Program	Accepted into ESP program of the APA Teaching role in national PICU Bootcamp Simulation Course, CHOP Completed Harvard Macy Simulation Course Named co-Director of Simulation Education for Department of Pediatrics
Ross Myers	2015- current	1	Asst Professor, Associate Program Director, Department of Pediatrics	Faculty Mentor ESP, Provide career development guidance and advice, promote scholarship and educational opportunities. Research Mentor for projects on longitudinal curriculum in academic scholarship in residency and Resilience/burnout study.	Accepted into ESP program of the APA Site P.I. for national study on Resilience and Burnout in Pediatric Residency Training Has obtained IRB approval for two educational studies, submitting workshop as co-leader for PAS, APPD
Courtenay Barlow	2016	<1	Asst Professor, Associate Fellowship Director Pediatric Critical Care, Stanford U, CA	Served as speed mentor Reviewed CV, career development plans and imminent mentoring needs and provided written feedback and resources for mentee	TBD
Sarosh Batlivala	2016	<1	Asst Professor, Fellowship Director, Pediatric UMMC, MS	Served as speed mentor Reviewed CV, career development plans and imminent mentoring needs and provided written feedback and resources for mentee	Chair, Early Career Physician Workgroup. AAP, SOCCS
Riha Bhatt	2016	<1	Clin Asst Professor, Director Med student rotations Pediatric GI, UPMC, PA	Served as speed mentor Reviewed CV, career development plans and imminent mentoring needs and provided written feedback and resources for mentee	CO-Director Pediatric GI fellowship
YoungNa Lee-Kim	2016	<1	Asst Professor and Associate	Served as speed mentor Reviewed CV, career	TBD

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			Fellowship Director, Peds Heme Onc, Baylor, TX	development plans and imminent mentoring needs and provided written feedback and resources for mentee	
Ingrid Walker-Descartes	2016	<1	Asst. Professor, Pediatric Child Abuse	Served as speed mentor Reviewed CV, career development plans and imminent mentoring needs and provided written feedback and resources for mentee	TBD, first interaction Mar 2016

Fellows (1.2015-12.2015)	Period of Mentoring/Advising	Years of relationship	Mentee/Advisee Role	Specific contributions to mentee/advisee development	Mentee/Advisee's notable accomplishments
Jennifer Biber	07/2012-2015	4.5	PCCM Fellow	Oversaw all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, encouraged submission for internal Grant Funding, supervise clinical experience, promote supplemental training (conferences, workshops, clinical opportunities) promote specific administrative roles for this fellow	Successful completion of PCCM training program, First authored manuscript published in October. Several national presentations accepted at academic society meetings (SCCM, PSRC) this year and last year. Recipient of Fellows Research Assistance Program (FRAP) award. Secured academic faculty position at Marshall University, WV
Ashima Das	07/2012-current	4.5	PCCM Fellow	Oversaw all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, serve as primary mentor on research project on <i>Caregiver Perceptions of Futile Care in the ICU Environment</i> , and a QI project on <i>teaching in ventilator alarms</i> supervise clinical experience, promote supplemental training (conferences, workshops, clinical opportunities)	Successful completion of PCCM training program, completed competitive pediatric Cardiothoracic Training Program. Several national presentations accepted at academic society meetings (SCCM, AAP) this year and last year. Currently in CTICU fellowship training at Emory University.

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Aparna Roy	07/2012-current	4.5	PCCM Fellow	Oversaw all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, supervise clinical experience, promote supplemental training (conferences, workshops, clinical opportunities) provided guidance through job search	Successful completion of PCCM training program, Secured academic position as Associate Program Director at MHMC in Cleveland, Several posters, presentations accepted at national meetings (AAP, SCCM and PAS) this year.
Natalia Martinez-Schlurman	07/2013-current	2.5	PCCM Chief Fellow	Oversee all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, encouraged submission for internal Grant Funding, supervise clinical experience, promote supplemental training (conferences, workshops, clinical opportunities) promote specific administrative role for this fellow	Prolific contributions to academic medicine including 5 peer reviewed publications and 14 national presentations accepted at academic society meetings (SCCM, AAP) this year and last year. Chief Fellow for her senior year, 2015-16.
Katherine Slain	07/2013-current	2.5	PCCM Fellow	Oversee all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, encouraged submission for internal Grant Funding, supervise clinical experience, promote supplemental training (conferences, workshops, clinical opportunities) Facilitated successful application for Grant Funded Leadership Program at Weatherhead School of Business	Selected for competitive, GME funded certificate program in Medical Leadership through the Weatherhead School of Business at CWRU and UHC. National presentation at SCCM last two years. Active in ongoing research and exceptional ratings in faculty and peer assessments. Currently Assistant Professor at Case Western/Rainbow Babies Division of Pediatric Critical Care.
Minh Tran	07/2013-current	2.5	PCCM Fellow	Oversee all aspects of Fellowship Training including Gnl Career Dvpt, clinical elective choices, review evaluations, advise research from conception through presentation, supervise clinical	Successful completion of third year of training. Active in QI projects and ongoing research. Exceptional ratings in faculty and peer assessments. Three national

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				experience, promote supplemental training (conferences, workshops, clinical opportunities)	presentations on research related to thrombosis risk. Manuscript in preparation. Secured clinical position in PICU in Louisiana.
Jason Clayton	07/2014-current	1.5	PCCM Fellow	Oversee all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, encouraged submission for internal Grant Funding, supervise clinical experience. promote supplemental training (conferences, workshops, clinical opportunities) Facilitated successful application for Grant Funded Leadership Program at Weatherhead School of Business	Selected for Chief Fellow position. On target for successful promotion into third year training, enrolled in competitive, GME funded certificate program in Medical Leadership through the Weatherhead School of Business at CWRU and UHC. Selected for participation in UH leadership academy. Active in ongoing research and exceptional ratings in faculty and peer assessments.
Nabihah Mahmood	07/2014-current	1.5	PCCM Fellow	Oversee all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, supervise clinical experience, promote supplemental training (conferences, workshops, clinical opportunities)	On target for successful promotion into third year of PICU training. Active in ongoing research selected for research award for her research submission to SCCM annual congress. Consistently exceptional ratings in faculty and peer assessments. Completed ultrasound training
Tarek Salman	07/2014-current	1.2	Hospitalist	Oversaw all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, supervise clinical experience,	Successfully completed 1 st year PICU training and started second year. Transitioned to hospitalist position.
Merideth Broberg	07/2015-current	.5	PCCM Fellow	Oversee all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, supervise clinical experience, promote supplemental training (conferences,	On target for successful promotion into second year of PICU training. Active in ongoing research and QI projects. Consistently good ratings in faculty and peer assessments.

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				workshops, clinical opportunities)	
Marla Carter	07/2015-current	.5	PCCM Fellow	Oversee all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, supervise clinical experience, promote supplemental training (conferences, workshops, clinical opportunities)	On target for successful promotion into second year of PICU training. Active in ongoing research and QI projects. Consistently good ratings in faculty and peer assessments.
Bryan McKee	07/2015-current	.5	PCCM Fellow	Oversee all aspects of Fellowship Training including general career development clinical elective choices, review evaluations, advise research from conception through presentation, supervise clinical experience, promote supplemental training (conferences, workshops, clinical opportunities)	On target for successful promotion into second year of PICU training. Active in ongoing research and QI projects. Consistently good ratings in faculty and peer assessments.
Renee Willett	08/2011- current	4.5	PICU Fellow, Johns Hopkins	Research Mentor: DIASTOLIC DYSFUNCTION IN PEDIATRIC PATIENTS WITH SEPSIS Primary Advisor during pediatric residency	Poster presentation at SCCM Annual Congress Secured top choice fellowship at Johns Hopkins
Residents, Department Pediatrics					
Julia Heneghan	09/2013-current	2.5	Pediatric Resident	Primary Advisor; General Career Development advising, clinical elective choices, review evaluations, ILP, research interests & clinical experience, recommended supplemental training (conferences, workshops, clinical opportunities)	Successful attainment of first choice fellowship training program at Children's National Medical Center, Washington D.C. Successful research submission to Society of Critical Care Medicine's Annual Congress
Denise Lopez-Domowicz	09/2012-current	3.5	Pediatric Resident	Primary Advisor; General Career Development advising, clinical elective choices, review evaluations, ILP, research interests & clinical experience, recommended supplemental training (conferences, workshops, clinical opportunities)	Deferred application to PCCM fellowship in order to gain experience as a Hospitalist including intensive care experience at Akron Children's Hospital. Won Gold humanism Award for resident teacher.

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Section V. Educational Leadership and Administration:

Title of program/course(s) that you have directed	Level of program/course or committee	Duration of role in years
Fellows Core Curriculum, Department of Pediatrics	Departmental	3
Pediatric Critical Care Core Curriculum	Departmental	7
Subspecialty Training Programs ("Superfellowship Director")	Departmental	4
Fellowship, Pediatric Critical Care	Departmental	7
Name of educational committee(s) that you have led		
Pediatric Board Review Item Writing Committee	National; Society Critical Care Medicine	1
Fellowship Directors' Committee	Departmental	2
Program Evaluation Committee	Divisional	4
Clinical Competency Committee	Divisional	5
Name of educational committee(s) on which you have been a member		
APPD Fellowship Executive Committee	National	2
Fall Planning Committee, APPD	National	2
Spring Planning Committee, APPD	National	2
Pediatric Board Review Item Writing Committee	National	3
Faculty and Professional Development Committee, APPD	National	6
Leadership Session, Program Planning Committee	National	1
Speed Mentoring Panel, APPD	National	1
Graduate Medical Education Executive Committee	Institutional	3
Graduate Medical Education Committee	Institutional	3
Humanities Pathway, Case School of Medicine Advisory committee	Institutional	2

Section VII. Products of Educational Scholarship:

Publications Related to Education

Peer Reviewed

1. Fleming G, Mink R, Emke A, Green M, Hornik C, **Mason K**, Petrillo T, Schuette J, Tcharmtchi H, Winkler M, Turner D. "Creation of a Tool to Assess Placement of Central Venous Lines in Infants and Children in Pediatric Critical Care Medicine" *Journal for Graduate Medical Education*, 2016; July vol 8(3) 346-352
2. Fleming G, Brook M, Herman B, Kennedy C, McGann K, **Mason K**, Weiss, P "Recommended Protected Time for Fellowship Program Directors: A Needs Assessment Survey" accepted for publication in *Academic Pediatrics*, 2016
3. Turner DA, Fleming GM, Winkler M, Lee KJ, Hamilton MF, Hornik CP, **Mason K**, and Mink R, "Professionalism and Communication Education in Pediatric Critical Care Medicine–The Learner Perspective" *Academic Pediatrics*. 2015 Jul-Aug;15(4) 380-5
4. Turner D, Mink R, Lee J, Winkler M, Ross S, Hornik C, Schuette J, **Mason K**, Storgion S, Goodman D "Are Pediatric Critical Care Medicine Fellowships Teaching and Evaluating Communication and Professionalism" *Pediatric Critical Care Medicine* 2013 June 14(5): 454-61
5. Goodman DM, Winkler MK, Fiser RT, Abd-Allah S, Mathur M, Rivero N, Weiss IK, Peterson B, Cornfield DN, Mink R, Nozik Grayck E, McCabe ME, Schuette J, Nares MA, Totapally B, Petrillo-Albarno T, Wolfson RK, Moreland JG, Potter KE, Fackler J, Garber N, Burns JP, Shanley TP, Lieh-Lai MW, Steriner JS, Kocis KC, Cheifetz IM, Turner DA, Doughty L, Hall MW, **Mason K**, Penfil S, Morrison W, Hoehn KS, Watson RS, Garcia RL, Storgion SA, Fleming GM, Castillo L, Tcharmtchu MH, Taylor RP, Ul Haque I, Carin N, Baden HP, Lee KJ "The Accreditation Council for Graduate Medical Education proposed work hour regulations" *Pediatric Critical Care Medicine* 2011; Jan;12(1): 120-1

National Workshops and Peer-reviewed/Invited Presentations on Educational Topics

1. "Best Practices In Medical Documentation: A Curricular Module for Pediatricians and Specialists"
McCabe M, **Mason K**, Armijo-Garcia V, Mink R, Tcharmtchi H, Werner J.
Presented at APPD Spring Meeting, New Orleans, LA March 2016
Audience: Pediatric Program Directors and Coordinators
Format: Workshop
2. "The Difficult Learner, recognition, reporting and remediation"
Mason K, Fleming G, Myers A, Weiss P, Herman B.
Presented at APPD Spring Meeting, New Orleans, LA March 2016
Audience: Pediatric Fellowship Directors and Coordinators
Format: Workshop

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3. "Difficult Conversations; Moving from Conflict to Construct(ive)

Mason K, Rosenbluth G

Presented at APPD Fall Meeting, Atlanta, GA Sept 2016

Audience: Pediatric Program Directors, Associate Program Directors, Fellowship Directors and Coordinators

Format: Didactic Presentation