**Faculty Documentation for Learning from Teaching**

**(Credits Based on 2:1 Ratio)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Name** | **Middle Name** | **Last Name** | | **Suffix** | **Degree** |
|  |  |  | |  |  |
| **Course Name/Activity/Residency Program** | | | | **ME Number\*** | |
|  | | | |  | |
| **Address Line 1** | **Address Line 2** | **City** | | **State** | **Zip** |
|  |  |  | |  |  |
| **Email Address** | **Institution Name** | | **Date Range of Learning Activity Between 7/1/17 & 6/30/18** | | |
|  | Quillen College of Medicine, East Tennessee State University | |  | | |

*\*ME Number-The medical education (ME) number is an 11-digit number assigned to every physician in the US by the AMA for identification and recording of basic information. The ME number is found on the AMA membership card. For your ME number, please contact 800-262-3211.*

**Office Use Only**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teaching/Educational Activity**  **(Name/Program)** | **UME or GME** | **Faculty Gap Identified**  Clinical knowledge/skills gap and/or gap in educational technique and understanding | **Related Learning Activity of Faculty**  *e.g. review of current literature; chart review and analysis; other reading; consultation; on-line searching for teaching, information-sharing* | **Competency Domain Addressed By Faculty**  1)Medical Knowledge  2) Clinical Practice/Patient Care and Procedural Skills  3)Professionalism  4)Systems-based Practice  5) Practice-based Learning and Improvement  6) Communication Skills | **Resulting Faculty Change in Skills/Knowledge**  *e.g., improved teaching skills, better understanding of pathophysiology, improved patient management or outcomes* | **“Learning” Time**  (Best recorded in 15 minute blocks) | **Validation**  (Validated by Offices of Academic Affairs or Grad Med Edu)  (ETSU) | **Total Time**  (To be completed by Office of CME)  (ETSU) |
| **Formal presentations to students, residents** |  | Difficulties in readily conveying complex information to hold learners’ attention | Consultation with or observing faculty members known as ‘good presenters’ | 5) and 6) | Improved teaching skills; learner rating improvement |  |  |  |
| **Development of Cases, Clinical Problems** |  | Cases may not all link to educational objectives | Review of cases with educators, other clinicians | 1) | As above |  |  |  |
| **Supervising clinical or simulated activities** |  | Observational skills may be lacking; difficulty in providing negative feedback to some learners | Co-supervising with a more experience clinical faculty member; consultation with educator | 6); 2) | Increased learner awareness of his/her own gaps; improved learner performance |  |  |  |
| **Teaching clinical, other skills** |  | Uncertain of all elements of specific clinical examinations for learners | Observation of an expert clinical skills teacher; viewing educational videotape encounters; consultation | 2)  Page 1 of 2 | As above |  |  |  |
| **Teaching/Educational Activity**  **(Name/Program)** | **UME or GME** | **Faculty Gap Identified**  Clinical knowledge/skills gap and/or gap in educational technique and understanding | **Related Learning Activity of Facultly**  *e.g. review of current literature; chart review and analysis; other reading; consultation; on-line searching for teaching, information-sharing* | **Competency Domain Addressed By Faculty**  1)Medical Knowledge  2) Clinical Practice/Patient Care and Procedural Skills  3)Professionalism  4)Systems-based Practice  5) Practice-based Learning and Improvement  6) Communication Skills | **Resulting Faculty Change in Skills/Knowledge**  *e.g., improved teaching skills, better understanding of pathophysiology, improved patient management or outcomes* | **“Learning”Time**  Best recorded in 15 minute blocks | **Validation**  **Office Use Only**  (Validated by Offices of Academic Affairs or Grad Med Edu)  (ETSU) | **Total Time**  (To be completed by Office of CME)  (ETSU) |
| **Assessing Learner performance (clinical or simulated settings)** |  | Uncertain of elements of competency; inadequate observational skills | Observation of an expert clinical skills assessor; viewing/scoring videotape encounters; consultation | 2) | As above |  |  |  |
| **Mentoring QI or PI projects** |  |  |  |  |  |  |  |  |
| **Mentoring or undertaking scholarly activities** |  |  |  |  |  |  |  |  |
| **Other (please specify):** |  |  |  |  |  |  |  |  |
| **TOTAL Credits** |  |  |  |  |  |  |  |  |
| **TOTAL Credits** |  |  |  |  |  |  |  |  |

EVALUATION QUESTION: How has this made your overall role as a faculty member better? More rewarding? Has it had any other impact?

**Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Quillen College of Medicine, East Tennessee State University, is accredited by the Accreditation Council for Continuing Medical Education(ACCME) to provide continuing medical education for physicians*.*

 The Quillen College of Medicine, East Tennessee State University designates this live activity for a maximum of ***\_\_\_* *AMA PRA Category 1 Credits*TM**.Physicians should only claim credit commensurate with the extent of their participation in the activity.

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