



Academic Pediatric Association's Educational Scholars Program Scholar Handbook

Updated: Winter 2012

Contents	Page
1. Contact Lists and Scholar Project Groups	2
2. Scholar Assignment Checklist	7
Program Requirements for your Project	
Research Participation by ESP Scholars	
Requirements for Program Completion	
3. Calendar of Required Assignments	11
4. Choosing and Working With a Mentor: Tips for ESP Scholars	12
5. Virtual Learning Platform (VLP) Instructions	15
6. ESP publications	18

Educational Scholars Program: Faculty Contact List

Boldface= Members of the ESP Executive Committee

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West	Dan	Faculty Advisor	westdc@peds.ucsf.edu
Zenni	Elisa	Chair, Faculty Advisor Committee Chair	elisa.zenni@jax.ufl.edu

Cohort 4 and 5 Scholar Contact List

Last Name	First Name	Degrees	Email
COHORT 4			
Batra	Maneesh	MD, MPH	maneesh@u.washington.edu
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COHORT 4 SCHOLARS [2010 - 2014]

FACULTY ADVISOR AND PROJECT GROUP ASSIGNMENTS

Scholar	Spec	Faculty Advisor	Project Title
GROUP 4.1			Community Peds
Batra	GP/Hosp /Neo	Chung	Evaluation of Novel Residency Curricular Pathways in Community Pediatrics and Advocacy, and Global Health : Effects on Resident Recruitment, Satisfaction and Burnout
Belkowitz	GP	Chung	Improving Health Advocacy Skills among Medical Students: Can we instill in medical students the pediatric philosophy of prevention as the best medicine?
Mogilner	Hosp	Solomon	Formalizing, Implementing and Evaluating a Community Pediatrics Curriculum For Residents
Cruz	Hosp	Solomon	A Longitudinal Community Violence Prevention Curriculum for Pediatric Residents
Larsen	Crit Care	Keller	Evaluating Didactic Curriculum Revision to Improve Medical Knowledge in a Community Based Medical School
Walmsley	GP	Keller	Anticipatory Guidance about Violence Prevention : The Influence of Physician Attitudes and Practice Characteristics
GROUP 4.2			Curriculum Development
Ferguson	GP	Mihalic	The Development and Assessment of an Art Observation Curriculum for Medical Students
Graessle	Hosp	Kersten	Educational prescriptions : teaching residents how to pose relevant clinical queries
Long	PEM	Spector	Exploration of critical incidents and other triggers that prompt creation of learning goals during a fourth year sub-internship rotation
McKenna	GP	Spector	Using Social Networking Sites as an Educational Tool for Pediatric Residents
Rhim	GP	Mihalic	Pocket Tool to Evaluate Professionalism
Zehle	AGP	D'Alessandro	Pediatrics 911: Improving the pediatric emergency medicine curriculum in a small, rural training program.
Porras ON LEAVE	GP	Kersten	Teaching evidence-based communication skills to pediatric faculty, fellows and residents
GROUP 4.3			Hosp/Crit Care/Emergency Peds
King	Hosp	Dabrow	Pediatric hospitalist curriculum for residents : development, implementation, and evaluation
Shah	GP	Hsu	Creation and Evaluation of a Web-based, Educational Curriculum for Pediatric Hospital Medicine Fellows
Potter	Hosp	Dabrow	Pediatric Intensive Care for the General Pediatrician: Developing a Curriculum for Resident Education in Pediatric Critical Care
Jackson Prev. Stancil	GP	Pusic	Development and Evaluation of an Intensive Resuscitation Curriculum for Pediatric Residents
Roskind	Hosp	Hsu	Development of a Multi-institutional Online Pediatric Emergency Medicine Curriculum
Clark	AGP	Hobson-Rohrer	PoRT (Poverty Resource Training): an experiential curriculum to enhance pediatric resident understanding of and response to patients and families living in poverty

COHORT 5 SCHOLARS [2012 - 2016]

FACULTY ADVISOR AND PROJECT GROUP ASSIGNMENTS

Last	First	Spec	Faculty Advisor	Project Titles
Group 5.1				
Alegria	Jamilet	Hosp	Stuart	Evaluation of a Curriculum Designed for Medical Students Completing Their Core Pediatrics Curriculum on an Attending-Only Hospitalist Service.
Treitz	Meghan	GP	Stuart	Development, Implementation, and Evaluation of a Partially Individualized Advocacy Curriculum for Pediatric Residents
Lichtenstein	Cara	GP	Stille	Development and Evaluation of Entrustable Professional Activities in A Community Health Pediatric Residency Training Program
Aquino	Julia	GP	Stille	Improving 3rd Year Medical Student Family Centered Verbal Presentation Skills Through a Novel Role Play Curriculum
Cidon	Michal	Rheum	Petershack	Pediatric Rheumatology Learning with Curriculum-Embedded Formative Assessment
Osman	Cindy	GP	Petershack	Using Objective Structured Teaching Examinations (OSTEs) as a Tool for Faculty-Directed Faculty Development
Group 5.2				
Eagle	Steven	Hosp	Mutnick	Boot Camp: A Clinical Refresher for 3rd Year Medical Students
Gault	Allison	GP	Mutnick	Development, Implementation and Evaluation of A Novel Faculty Development Curriculum For InterACT, A Longitudinal Integrated Clerkship
Gibbs	Kathleen	Neonat	Blankenburg	The Resident Teaching Rotation: Developing Objective Outcome Measures
Vachani	Joyee	Hosp	Blankenburg	Patient Safety Curriculum: Improvement in Healthcare One Learner at a Time
Gifford	Kimberly	GP	LI	Characteristics of Effective Self-Assessment for the Purpose of Improving Learning
Lynn	Justin	Hosp	LI	A Streamlined Pediatric Residency Curriculum for Hospitalist Teaching and Evaluation
Group 5.3				
Jerardi	Karen	GP	Turow	Effective Educational Strategies for Rapid Evidence Adoption of UTI Management Guidelines
Katz	Cynthia	GP	Turow	Bridging the Gap: Improving International Medical Graduates' Interpersonal and Communication Skills
Kern	Jeremy	Hosp	Holmes	Assessing the Use of Digital Technology on Family and Trainee Education During Family Centered Rounds
Staples	Betty	GP	Holmes	Comparison of 3 Distinct Inpatient Resident Coverage Models
Lorch	Margarita	PEM	West	Implementation of a Monthly Mock Code Curriculum to Improve Resident Comfort Level and Performance of Resuscitation Skills
Nandagopal	Radha	Endocr	West	Design and Evaluation of a Practical Curriculum in Pediatric Endocrinology for Pediatric Residents

SCHOLAR ASSIGNMENT CHECKLIST

Before PAS in your first year, you are expected to read the following seminal articles on educational scholarship:

- Glassick CE. [Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching](#). Academic Medicine: September 2000 - Volume 75 - Issue 9 - p 877-880
- Fincher RM, Simpson DE, Mennin SP, Rosenfeld GC, Rothman A, McGrew MC, Hansen PA, Mazmanian, P E, Turnbull JM. [Scholarship in teaching: an imperative for the 21st century](#). Academic Medicine: September 2000 - Volume 75 - Issue 9 - p 887-894
- Simpson D, Fincher RM, Hafler JP, Irby DM, Richards BF, Rosenfeld GC, Viggiano TR. [Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship](#). Med Educ. 2007; 41(10):1002-1009 Epub 2007.

Year One. You are required to:

1. Attend the full day ESP **teaching** session at the PAS**
2. Attend and review TWO **workshops** of your choice at the PAS
3. Meet with your **Faculty Advisor** face to face for at least one hour at PAS
4. Complete the **annual evaluation of the program** by June 30
5. Submit your **project report** on ESP template* by Oct 15 (end of ISM 1A)
6. Submit **Intersession Module IA assignments** by October 15
7. Submit **partial drafts of your EP** using ESP template (see timeline below), July 15 & Jan 15
8. Submit **Intersession Module IB assignments** by Mar 15
9. Complete the online self-evaluation of educational knowledge and skills by April 15
10. Submit an **updated CV** by April 15

Year Two. You are required to:

1. Attend the full day ESP **teaching** session at the PAS**
2. Meet with your **Faculty Advisor** face to face for at least one hour at PAS
3. Submit your **project report** on ESP template* by July 15
4. Complete the **annual evaluation of the program** by June 30
5. Submit **Intersession Module 2A assignments**, July 15 - October 15
11. Submit **partial draft of your EP** on ESP template (see timeline below), July 15
6. Submit **completed draft EP** on ESP template,* Jan 15
7. Submit **Intersession Module 2B assignments**, Dec 15 - Mar 15
8. Complete the online self-evaluation of educational knowledge and skills by April 15
9. Submit an **updated CV** by April 15

Year Three. You are required to:

1. Attend the full day ESP **teaching** session at the PAS

Last update on 12-19-11

2. Meet with your **Faculty Advisor** face to face for at least one hour at PAS
3. Complete the **annual evaluation of the program** by June 30
4. Submit **Intersession Module 3A assignments** by October 15
5. Submit **Intersession Module 3B assignments** by Mar 15
6. Complete final online self-evaluation of educational knowledge and skills by April 15
7. Submit your **final, updated EP** by April 15
8. Submit an **updated CV** by April 15
9. Complete your **project** and submit your **project report** by April 15
10. Complete **end of program evaluation** by June 30 after graduation

* **TEMPLATES for your Educator Portfolio and Project Report** can be accessed at http://www.ambpeds.org/education/education_scholars_program.cfm and on the VLP under **Resources**.

** **Attendance at three ESP teaching sessions is required of all scholars.** If a scholar cannot attend in a particular year, he/she must attend the presentation of the same curriculum component when it occurs three years later.

Timeline for EP Development:

Year 1:

July 15:

Domain I: Teaching Activities (required)
Domain II: Learner Assessment (if applicable)

Jan 15:

Domain III: Curriculum Development (if applicable)
Domain IV: Mentoring/Advising (if applicable)
Domain V: Educational Leadership and Administration (if applicable)

Year 2:

July 15:

Scholarly Approach; 5-yr Goals

Jan 15:

Complete draft of EP, including Educational Philosophy and Scholarship

Year 3:

April 15: Refine and update all sections, and submit final EP

Program Requirements for your Project

1. A Project Report must be submitted on the VLP by Oct 15 in Year 1 (end of ISM 1A), then updated by July 15 in Year 2, and submitted in final form by April 15 in Year 3. The template for this report is available on the VLP under Resources.

2. Present your project to a small group of your colleagues and the Faculty Advisors assigned to your small group annually at the ESP program at the annual PAS meeting.
3. Prepare and submit a scholarly product about your project for presentation/publication. Presentation can be a peer reviewed platform presentation or workshop at PAS or an equivalent national meeting.
4. Notification of acceptance of your peer reviewed product for presentation/publication must be submitted to the ESP program leaders as the final requirement for program completion.

Participation by ESP Scholars in ESP Research

Research Participation is Voluntary. The ESP faculty are engaged in several IRB-approved research projects that include analysis of documents and evaluations (e.g., educator portfolios, self-assessments) produced by ESP scholars. These studies are intended to advance the field of educational scholarship, and we often refer to them as examples in our teaching activities for the ESP, because we want to model scholarly approaches to you in every way feasible. **ESP scholars may agree or refuse to allow their documents to be included in these studies.** Participation by scholars in ESP research is not mandatory and will not affect your standing in the program. Please email Connie Baldwin at any time if you wish to withdraw from research participation [constance_baldwin@urmc.rochester.edu].

All the requirements of ESP scholars have been designed as essential parts of the ESP curriculum, and they are required for program completion. But if you prefer that we don't use your documents for research, we will exclude your documents from our research studies at your request. Regardless, the assignments listed above are still required for completion of the program.

IRB Research Explanation. We provide an official IRB Research Explanation whenever we request information that may be used for research purposes. A paragraph in this explanatory document explicitly affirms your right to refuse to participate in our research studies, without prejudice or educational consequences. You may request a current copy of the IRB Research Explanation at any time.

Final Submissions Required for Program Completion

For you to successfully graduate from the ESP and receive a Certificate of Excellence in Educational Scholarship from ESP, you need to meet the following requirements not later than April 15 of the year of graduation:

1. **Attendance at all three ESP teaching sessions.** Makeup of any missed PAS curriculum component is required before the scholar is eligible to graduate. (Curriculum components repeat every three years.)
2. **Completion of evaluations of 2 PAS or other workshops** (beginning with Cohort 5)
3. **Complete of all six Intersession Modules** (beginning with Cohort 5)
4. **Final** versions of your Educator Portfolio, CV, and project report (unloaded to the VLP)
5. Final **self-evaluation** of educational knowledge and skills.
6. Completion of **end-of-program evaluation**

7. **Evidence of a peer reviewed product** of your work that is related to your project proposal. The product can be a peer reviewed platform/poster presentation or workshop, or a publication that is accepted for a NATIONAL FORUM. Specifically, we will need to see:
- For a **paper**, a manuscript copy as submitted to the journal and the acceptance letter or email
 - For a **poster or oral presentation**, a copy of the abstract and acceptance letter/email, and a PowerPoint file of the presentation
 - For a **workshop**, a copy of the abstract and acceptance letter/email, and a workshop planning document and/or handouts

Email this evidence to Constance_Baldwin@urmc.rochester.edu by April 15.

Evidence of completion of these requirements is reviewed by the Executive Committee of the ESP to decide if it meets criteria for certification. Evidence should typically be submitted within 1-2 years of the Year III PAS meeting. **If you are unable to complete this requirement within THREE years after your third year in the program, you will no longer be eligible for certification.**

Final deadlines by Cohort are as follows:

Cohort 1: May 2012

Cohort 2: May 2013

Cohort 3: May 2015

Cohort 4: May 2016

Cohort 5: May 2018

Once you have completed all the requirements, you will be invited to attend a certification ceremony the PAS meeting the following year, along with your department chair and project mentor to celebrate your completion of the program. **CONGRATULATIONS!!!!!!!**

CALENDAR OF REQUIRED ASSIGNMENTS	Due Date				
	Before first PAS teaching session	During Yr 1	During Yr 2	During Yr 3	Post- program completion
DOCUMENTS					
1. Educator Portfolio (EP)		Pt1: July 15 Pt2: Jan 15	Pt1: July 15 Pt2: Jan 15	Apr 15	On request for long-term tracking
2. Curriculum Vitae (CV)	With application	Jan 15	Jan 15	Apr 15	On request for long-term tracking
3. Educational skills self evaluation	Apr 15		Apr 15	Apr 15	
4. Project Report	Proposal with application	Oct 15	July 15	Apr 15	
ACTIVITIES					
5. Attend the full day ESP teaching session at PAS		May	May	May	
6. Review TWO workshops at PAS or other conference		May			
7. Meet with your Faculty Advisor face to face for at least one hour at PAS		May	May	May	
8. Complete Intersession Modules		1A:Oct 15 1B:Mar 15	2A:Oct 15 2B:Mar 15	3A:Oct 15 3B:Mar 15	
9. Complete program evaluation		June 30	June 30	June 30	

Choosing and Working with a Mentor: Tips for ESP Scholars

In the Educational Scholars Program, the mentoring relationship is focused on planning, implementing and evaluating your project, and developing a scholarly product for peer review and dissemination. Your mentor agrees to assist you in accomplishing these tasks during the three year term of the program. Hence this is a time-limited commitment. Mentoring in the ESP is intended to be *functional*. It should help you successfully complete your project and meet the requirements outlined for the program.

Do not confuse your Mentor with the Faculty Advisor assigned to you by the ESP, who will guide you in development and refinement of your Educator's Portfolio and curriculum vitae, and advise you on career opportunities. Your faculty advisor may provide input your project, but your mentor should serve as your primary source of project support.

When you choose your mentor please consider the following:

- What skills and expertise do you need to successfully complete your project? You have the skills and experience to do some or many components of your project, and you may already be working with a collaborator or mentor on other components. What remains? And who is the right person to complement your skills?
- Working with someone outside your division/department will broaden your network of colleagues, provide a new perspective in thinking about your project, and perhaps allow you to consider new approaches or applications for your work. However, a project mentor should be close enough so you can meet frequently.
- Working with someone who is not your direct supervisor may allow you to explore plans and discuss barriers and challenges to the work on your project without reservation.
- You need many mentors in your professional life. Your mentor in this program is not expected to assist you with all of your career needs. Although your relationship may grow beyond the work you do together on your ESP project, this is not an expectation of the role.

Managing a mentoring relationship:

- You must take the lead in negotiating your relationship with your mentor. It is your project that must be completed and you know the details and deadlines that must be remembered. So, you must be the one who schedules meetings and who determines the preferred method of communication with your mentor.
- Schedule at least monthly meetings with your mentor to work on your project and review your plans for scholarship. Share with your mentor the deadlines for completion of ESP Program Requirements.
- It is your responsibility to ask your mentor for specific and constructive feedback throughout your work together.

A mentoring relationship works best when both the mentee and the mentor benefit. Be proactive in seeking ways to share the benefits with your mentor, e.g.: by an invitation to coauthor a paper.

Expectations of Faculty Advisors

NOTE: *Faculty advisors and mentors have different roles in the ESP. While mentors are focused on helping the scholars with their scholarly projects, the main role of faculty advisors is career counseling. Although there are usually some overlaps between these roles, we make this distinction to minimize the burden on both mentors and advisors.*

Faculty Advisors are assigned TWO advisees. They serve two roles, as a **career coach**, with special emphasis on development of the scholar's educator portfolio, and as the **facilitator of the scholar's academic project**. Scholar documents are available to each faculty advisor on the Virtual Learning Platform. The advisor's role is critical to the success of the program (and the scholar), and requires commitment of a minimum of 25 hours per year.

Faculty advisors are part of a **Scholar Project Group** of 6 scholars and their 3 assigned faculty. These groups interact throughout the year and meet at the ESP luncheon at PAS to discuss their projects and career issues. **All faculty advisors are expected to attend at this luncheon meeting.** We encourage faculty advisors to network within their Scholar Project Group, for example through meetings by phone [a conference line is available]. However, advisors are expected to supplement, not duplicate, the effort of the scholar's self-selected primary mentor.

Note: Each scholar has an identified mentor outside the ESP, so faculty advisors are NOT expected to take on the time-consuming role of a primary mentor. They should, however, monitor to make sure that the scholar's mentor is providing sufficient support, and notify the ESP Director if problems are apparent.

Faculty advisor responsibilities:

Between PAS meetings:

- communicate monthly or bi monthly with scholars regarding project progress
- check in with scholars at the time that scholar assignments are due, and again one month after deadlines if the assignment has not been completed
- join the faculty advisor conference call, which occurs three times per year, scheduled by Faculty Advisor Team Leader, Elisa Zenni

At PAS meetings:

- meet with assigned scholars face to face at the PAS meeting to discuss CVs, EPs, and overall career goals [if unable to attend PAS, give scholar the choice of meeting with another faculty member, or by phone, or at a different conference]
- On day of the ESP teaching session at PAS, attend faculty meeting and luncheon meeting with Scholar Project Group (6 scholars + 3 faculty) to discuss projects

Faculty advisors are invited to contact the program director or Elisa Zenni, Faculty Advisor Committee Chair, if they have questions or concerns to discuss.

Expectations of Mentors

NOTE: *Faculty advisors and mentors have different roles in the ESP. While mentors are focused on helping the scholars with their scholarly projects, the main role of faculty advisors is career counseling. Although there are usually some overlaps between these roles, we make this distinction to minimize the burden on both mentors and advisors.*

1. Talk at least monthly with assigned scholar.
2. Assist mentee in the preparation of a project report (see attached), which is due on Oct 15 in Year 1, and on July 15th in Years 2 and 3. After Year 1, the project report is an updated version of the report submitted the previous year. The report documents work in progress on the project, identifying tasks that have been completed, next steps, and challenges that have been encountered during the past year. When the scholar discusses the report with the mentor, natural topics for conversation are the scholar's adherence to timelines for completion of tasks and plans for scholarly productivity.
3. Assist scholar in the completion of a scholarly product for presentation/publication in a peer-reviewed venue. This product is expected to be accepted for publication/presentation during Year 3 of program participation.
4. If possible, attend the Certification ceremony for one's ESP scholar. The Scholars receive their Certificate of Completion at a recognition ceremony at the first annual PAS meeting following completion of their project and scholarly product. Specific information about the date and time of this ceremony are sent to mentors prior to the event.

Virtual Learning Platform (VLP): General Instructions

URL: <http://www.ambpeds.org/site/vlp/login.cfm>

Login

Enter your **username** and **password** in the Login Box at the left of the opening screen.

Directories

The directories list all ESP faculty and scholars, with pictures, a short bio, and a live email address. **It is your responsibility to enter your data in the Directory and keep it updated.** Go to "Update Profile" on the left menu bar.

My ESP

This is a personalized page for each scholar, including a table of assignments pending and complete. **Faculty Advisors can access their assigned Scholars' MyESP pages by clicking on the scholar name under their picture.**

A sample MyESP page is shown below:

Task	Assignment Date	DUE Date:	Completion Date	Attachments	Make Submission
Project Report	05/25/2007	06/15/2007	Pending	project report template assignment 6-15-07	Project Report

To download a file for an assignment, such as an educator portfolio template, scholars can click on the filename(s) under "Attachments." When they have completed a file for submission, such as their revised educator portfolio, they click on "Make Submission," and they will see a screen like this:

Task: (Project Report)	
Upload your file to complete this task	
Browser Window here	
Upload File	File Upload Complete

Instructions to Scholars: Use the browser window to select the file on your computer that you wish to submit. Be sure so **LABEL THE FILE WITH YOUR NAME** and a short descriptor. Click on "Upload file" to submit the file. Repeat with as many files as you want to submit. All files that you successfully upload will be listed for you below the box. You can delete one and try again if you make an error. **When you are done, you must click on "File uploads complete."** This step tells the VLP that you have completed the assignment, and the word "Pending" will be changed to the date of completion of the assignment. If you find you need to replace an uploaded file after clicking on "Uploads complete," mail Franklin Trimm [rftrimm@usouthal.edu] or Connie Baldwin [constance_baldwin@urmc.rochester.edu] and they will clear the entry.

Program Messages

Here you will find postings of all communications with ESP scholars from the beginning of the program, including files attached to previous emails. Click on "Announcements" to see the message, and click on "Attachments" to download the files. This is a very useful archive of files when you cannot find a file on your own computer.

Resources

A repository of shared resources. Faculty and Scholars can submit resources for us to post of this page. Please send to Franklin [rftrimm@usouthal.edu] or Connie [constance_baldwin@urmc.rochester.edu]. This page has links to our Authoring and Reviewing Modules, the ESP Handbooks, and templates for the Educator Portfolio and Scholar Project Reports.

Meetings

All handouts and slides from the ESP teaching sessions at PAS are available on this page within a month or so of the meeting.

Work Pages for Scholar Project Groups

All Scholar Project Groups have their own shared workpages. A shared workpage is intended for one group only, but Scholars may visit any Scholar Group Workpage. Through your Scholar Project Group's workpage, you have access to the following functions:

- **Contact information** for faculty assigned and scholars assigned to the group. Group emails can be sent from here.
- **Bulletin Board** for your group, which is available anytime to anyone. You can post a new message or respond to the messages posted by others. Anyone can begin a line of discussion by posting a new message. Be sure to give it a meaningful topic name in the subject box, so others can easily track the following discussion. All replies to your initial

message will be listed under it on the board, along with the author of the reply and the original topic.

Messages | [Post A Message](#)

by Connie : [Re: reflections on 08/28/07](#)

by Jean Petershack [Re: Re: reflections,reply to Connie on 08/28/07](#)

by Bonny [Re: Re: reflections,reflections on others on 09/04/07](#)

- **Calendar** is available if your group wants to use it to schedule its own activities. It provides daily, weekly and monthly views.
- **Agenda Table** is interactive, so scholars can both download files and upload their own submissions. To post a file for Downloading, faculty can scroll to the right and click on "Files" under **Files for Downloading**. To submit a file, scholars can scroll to the far right and click on "Add a File" under **Files for Uploading**. Faculty and Scholars can access files uploaded by others in the group, as they get posted. Just click to open and read, or download to a computer.

Agenda				
Task	Task Details	Due Date	Files For Downloading	Files For Uploading
			Files	Add a File

ESP publications

1. Gusic ME, Chandran L, Balmer DF, D'Alessandro DM, Baldwin CD. Educator Portfolio Template of the Pediatric Academic Societies' Educational Scholars Program. Available at: (http://www.ambpeds.org/Site/education/education_faculty_dev_template.htm). Accessed February 27,2008 Approved by **MedEdPORTAL**; 2007. <http://services.aamc.org/jsp/mededportal/retrieveSubmissionDetailById.do>
2. Baldwin CD, Gusic, ME, Chandran, L. The Educator Portfolio: A Tool for Career Development. **Faculty Vitae**, Winter 2008. Available at: (<http://www.aamc.org/members/facultydev/facultyvitae/winter08/leadership.htm>). Accessed February 27, 2008.
3. Latha Chandran, M.D., M.P.H., Maryellen Gusic, M.D., Constance Baldwin, Ph.D., Teri Turner, M.D., M.P.H, M.Ed., Elisa Zenni, M.D., J. Lindsey Lane, , Dorene Balmer, Ph.D., Miriam Bar-on, M.D., Daniel A. Rauch, MD, Diane Indyk, D.O., Larry D. Gruppen, Ph.D. Evaluating the Performance of Medical Educators: A Novel Analysis Tool to Demonstrate the Quality and Impact of Educational Activities. **Academic Medicine**. 84:58-66, 2009.
4. Chandran L, Gusic M, Baldwin C, Turner T, Zenni E, Lane J, et al. APA Educator Portfolio Analysis Tool. MedEdPORTAL; 2009. Available from: <http://services.aamc.org/jsp/mededportal/retrieveSubmissionDetailById.do?subId=1659>
5. Baldwin CD, Chandran, L, Gusic, ME. Guidelines for Evaluating the Educational Performance of Medical School Faculty: Priming a National Conversation. **Teaching and Learning in Medicine**, 23:3, 285-297,2011.
6. Balmer D, D'Alessandro DM, Risko W, Gusic M. How Mentoring Relationships Evolve: A Longitudinal Study of Academic Pediatricians in a Physician Educator Faculty Development Program. **Journal of Continuing Education in the Health Professions**, 31(2):81-86, 2011.