

**ANNOTATED GUIDE TO THE MERCER UNIVERSITY SCHOOL OF MEDICINE
CURRICULUM VITAE FOR FACULTY ON THE CLINICAL EDUCATOR PROMOTION TRACK**

GENERAL INFORMATION

- The CV consists of five main sections: (1) Contact information, education, appointments, etc., (2) Clinical practice, (3) Teaching, mentoring, and advising, (4) Scholarly activity and scholarship, and (5) Service related to your role as a clinician and/or clinical educator.
- Content in red font provides explanations and examples, including several sample tables. Candidates may have significant contributions in one domain (e.g., clinical practice or teaching) and less in another (e.g., scholarly activity and scholarship). Review the guidelines for promotion to understand expectations for each domain.

INSTRUCTIONS

- 1-inch margins, left justified (i.e., align left)
- 11- or 12-font size and black font
- Single space within categories
- Delete entries or items in the template that are not applicable. Minor modifications, either additions or deletions, of the headings may be necessary to best reflect your accomplishments.
- **In final version of the CV, delete instructions and examples that appear in red font and delete this instructional page.**
- Maintain page breaks between the major sections of the CV
- Entries may be placed in either chronological order or reverse chronological order, preferably reverse chronological order; be consistent throughout the CV.
- Years should be inclusive, with start and end years clearly listed and month, day and year if applicable. If an activity is ongoing, use the format: “2006 to present”
- Include activities only once in the CV. For example, if an item is both a published abstract and a presentation, make the best choice and include only once.
- Include brief descriptions of items such as administrative, educational, and research appointments if the titles do not accurately or intuitively describe your responsibilities.
- Publications and presentations: Your name should appear in **bold font**. Underline the name of the corresponding author in publication citations.
- Grants/Contracts and Clinical Trials should be separated into three categories: active, completed, and pending.

NAME, (include all awarded degrees)

**Assistant Professor/Associate Professor/Professor of Family Medicine, Pediatrics,
Internal Medicine, etc.**

**Department of Family Medicine, Pediatrics, Internal Medicine, etc.
Mercer University School of Medicine**

Curriculum Vitae for Promotion to Associate Professor or Professor

Month, day, year

OFFICE ADDRESS

Name of office, location

CONTACT INFORMATION

Office/cell phone

Email address

Website, if applicable

EDUCATION

Names of institutions, locations, degree types, fields of study and dates

POSTGRADUATE TRAINING AND FELLOWSHIP APPOINTMENTS

Internship: Institution, location, and dates

Residency: Institution, location, and dates

Fellowships: Institution, location, and dates

Other: Leadership training, etc.

SPECIALTY AND SUBSPECIALTY CERTIFICATION

Include board name, status (qualified, certified, eligible, current, etc.), certification date, latest recertification date, and expiration date

LICENSES AND CERTIFICATES

License type, state, number, and dates (when expires)

ELECTIVE CERTIFICATES

Examples: Pediatric advanced life support, advanced cardiac life support, fundamental disaster management

ACADEMIC APPOINTMENTS

Begin with your current appointment to Mercer University School of Medicine and include your current rank (assistant professor, associate professor), department/division, date of appointment (month, day and year)

Then list your other appointments: use inclusive dates (month, day and year), rank, institution, and department/division

ADMINISTRATIVE APPOINTMENTS

Include inclusive years (month, day and year), title/role, institution, department/division, location. These should include appointments such as dean, chief, chair, division head, etc.

EDUCATIONAL APPOINTMENTS

Include inclusive years (month, day and year), title/role, institution, department/division, location. Appointments such as course director, clerkship director, residency program director, 4th year Internal Medicine Selective Director, graduate program director, should be noted here

RESEARCH APPOINTMENTS

Include inclusive years (month, day and year), title/role, institution, department/division, location

HOSPITAL APPOINTMENTS/PRIVILEGES

Include title/role (e.g., emergency physician, attending internal medicine physician), inclusive years, institution, department/division, location

MILITARY/GOVERNMENT EXPERIENCE

OTHER PROFESSIONAL EXPERIENCE

Examples: President Physicians Specialists LLC, medical director Benefit Management Group Inc., Roswell Park Cancer Institute summer oncology fellow, medical consultant

PROFESSIONAL SOCIETY/ORGANIZATION/ASSOCIATION MEMBERSHIPS

Name of society/organization/association and inclusive years (e.g., Member of the American College of Emergency Physicians, Southeast Region of the Society of Critical Care Medicine, Society of Hospital Medicine, etc.)

CLINICAL PRACTICE

SCOPE OF CLINICAL PRACTICE AND PATIENT CARE

Scope of clinical practice/patient care. List your various roles/types of activity (e.g., ambulatory practice, inpatient or ICU attending, surgery), the level of activity, years, and the name and location of practice; you may also include call coverage. Also include any clinical service contracts (i.e., funds received to perform services for the city, county, state or other organization). Please indicate dates, amounts and types of services performed. Describe how your clinical activities support the education and research missions of the medical school.

| ROLE/TYPE OF ACTIVITY | YEARS | LEVEL OF ACTIVITY | LOCATION |
|--|--------------|---|---|
| Infectious Diseases consultant | 2015-2019 | 3 months/year | St. Francis-Emory Healthcare (Columbus, GA) |
| Internal Medicine Clinic | 2017-present | Provides direct oversight, supervision, and education of 2-3 medical students 3 days per week | HCA Memorial Health (Savannah, GA) |
| Acute Care Surgery/Trauma | 2012-present | 12 months/year. 4-5 24-hour shifts/month | Atrium Health Navicent (Macon, GA) |
| Pediatric Hematologist Oncologist Ambulatory and inpatient service | 2011-present | 12 months/year Overnight call 7 days every four weeks | HCA Memorial Health (Savannah, GA) |

PROFESSIONAL DEVELOPMENT RELATED TO CLINICAL PRACTICE

Conferences, workshops, other training opportunities that have contributed to improving your knowledge, skills, or attitudes related to clinical practice and patient care. Continuing medical education (CME) courses and other activities that are required to maintain a medical license should not be included in this section.

| Course/ Activity/Description | Dates | Location | # of hours |
|---|--------------------|--|------------|
| Advanced training in addiction medicine certificate program | July 5-10, 2018 | SAMHSA-HRSA Center for Integrated Health Solutions | 20 h |
| Graduate Certificate program in Palliative Care | November 4-8, 2019 | University of Maryland Graduate School | 60 h |

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|------------------------------------|------------|----------------|------|
| Annual Review of Internal Medicine | June, 2018 | Charleston, SC | 30 h |
|------------------------------------|------------|----------------|------|

AWARDS AND HONORS RELATED TO CLINICAL PRACTICE/CLINICAL

Document any awards or recognition that you have received related to your clinical practice.
Examples: Awarded internal medicine faculty of the year for the Savannah campus, voted Best Emergency Physician, Best of Savannah, *Savannah Magazine* 2020, Mark Silverman Award presented by the Georgia Chapter of the American College of Physicians for Excellence in Bedside Skills and Teaching, Laureate Award presented by the Georgia Chapter of the American College of Physicians for demonstrating by example and conduct an abiding commitment to excellence in medical care, education, research, and service to the Chapter.

TEACHING, ADVISING, MENTORING, and COACHING

TEACHING RESPONSIBILITIES- Includes EDUCATIONAL LEADERSHIP (Course, clerkships, graduate programs, residency programs, etc.)

Teaching refers to any activity that fosters learning. Describe your teaching responsibilities for medical students and/or residents/fellows. Include the institution, type of teaching (e.g., large or small group, lecture/didactics, supervisory, morning reports, rounding, precepting), the context (e.g., clinical environment both in-patient and out-patient settings, lecture hall, etc.), type of learners (medical students in core clerkships or fourth year sub-internships or electives, residents in an ambulatory block rotation, PA, RN, NP, etc.) approximate number of learners per year, the approximate time commitment (e.g., 150 hours/year), and inclusive years

Examples: Taught the Mercer Capstone Course for the last 2 years (1-2 classes per week), taught both large groups and multiple small groups for the Mercer Longitudinal Course for the past 3 years, bedside instruction for approximately 10 medical students per year on one-month rotations 100 minutes per day, 260 days per year; precept 4th year medical students during rotations.

Medical Student, Resident and graduate teaching

| Course/Topic | Activity Format/ Description/Content | Contact Time (Hours per Year) | Years | Learners/ Number/ year | Institution/ Comments |
|---------------------------|---|-------------------------------------|-----------|--|------------------------------------|
| OB/GYN Morning Report | Cover morning reports, LD rounds with residents and medical students. Discuss all admissions with emphasis on complicated cases and therapeutic plans | 150 | 2015-2019 | 55 -60 medical students; 40 residents | Atrium Health Navicent (Macon, GA) |
| Assessment of the Newborn | Pediatric clerkship lecture | 1 hour, 6-times per year | 2018-2020 | 40 2 nd year medical students | MUSM (Savannah campus) |
| Central Line Placement | Surgical residents lecture | 1 hour, 3-times per year | 2009-2016 | 20 residents | Piedmont-Macon |

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|---|--|--|-----------|--|------------------------|
| Clinical Approach to the Patient with Chronic Kidney Injury | Interactive lecture | 2 | 2021-2022 | 60 2 nd year medical students | MUSM (Macon campus) |
| Clinical Approach to the Patient with Chronic Kidney Injury | Interactive lecture | 2 | 2021-2022 | 60 2 nd year medical students | MUSM (Macon campus) |
| Block 4 Medical Practice Reasoning Assessment (MPRA) | Evaluation of written notes and oral case presentation | 4-hour face-to-face time; 7 hours of case review/prep time | 2020-2022 | 60 2 nd year medical students | MUSM (Savannah campus) |

TEACHING MATERIALS

Describe any teaching materials (e.g., introduction to your clinical practice, readings, handouts, web-based materials, case studies, etc.) you developed. Indicate the type of learner the materials were intended for (e.g., medical student, resident or fellow), and briefly describe how you made use of these materials

Examples: developed a handout for students and residents at the beginning of the Critical Care rotation

CURRICULUM DEVELOPMENT

Curriculum development refers to the creation of a longitudinal set of educational activities, and may include a lecture series, a set of clinical reasoning cases, a series of clinical skills workshop, etc. List the title of the curriculum, the type of learners (e.g., medical student, resident or fellow), the curricular goals, teaching methods, means of evaluating the curriculum effectiveness, and how the curriculum has been improved over time. An example could be contributing to development of a clinical elective, selective, or sub-internship

Examples: Internal Medicine residency program curriculum modified to meet the milestone-based assessment system, developed a curriculum for the Critical Care rotation for students and residents that includes: Respiratory failure, mechanical ventilation, shock, life threatening infections, acute renal failure, bleeding and clotting in the ICU, diagnosis and management of chest pain, acid base disturbances, critical care of the seriously ill OB patient, central lines, arterial lines, intubation – approximately 10 students per year on one-month rotations, 4 days

per week, 60-90 minutes per day. Oversight of residency programs to ensure curriculum development is consistent with the ACGME requirements.

| Item | Course | Dates | Description | Role |
|-------------------------------|---------------------------------------|--------------|---|----------------------------------|
| Internal Medicine | Core curriculum | 2018-2019 | Redesigned the core curriculum for all internal medicine rotations (ambulatory, inpatient medicine, and 13 sub-specialties) | Core member; content development |
| Resident and Student Handbook | Neonatology/Newborn Nursery Rotations | 2018-present | Resident and Student NICU/Newborn Handbook | Developer and Editor |
| Lectures | All ER rotations; multiple learners | 2011-present | Various topics related to Emergency Medicine (e.g.- Toxicology, Splinting in the ER) | Develop, revise, and deliver |
| Ethics Curriculum | Surgery Residents | 2009-2013 | Created and implemented the ethics curriculum used in the residency | Developer - revised as needed |

LEARNER ASSESSMENT

Learner assessment includes activities associated with measuring learners' knowledge, skills, attitudes, or behaviors. This should include assessment of students on your clerkship or clinical rotation. Identify the methods you used to assess learners. Describe the method (e.g., Participated in 2 Medical Practice Readiness Assessments per year for MS-3 and MS-4 students, OSCE, multiple-choice questions, skill assessment), type of learners (e.g., third year medical students, residents), approximate number of learners, and your role in the assessment.

| Assessment method | Course | Frequency/ | Learners | Role |
|----------------------------|------------------------------------|--|----------------------------|---------------|
| End of rotation evaluation | Emergency Medicine Rotations | End of each rotation | MS-4; PGY-1-4; PA students | Reviewer |
| OSCE | Internal Medicine | 6 times per year; 2019-2020 | 6 per year, MS-III | Reviewer |
| Student Oral Case Analysis | Obstetrics and Gynecology rotation | 1 group of students per month from 2014-2018 | MS-3/MS-4 | Case examiner |

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|-----------------------------------|---|-----------------------|----------|--------------------------------|
| Summative end of week evaluations | PICU portion of Pediatric Clerkship/Sub-I | 13-25 each year | MS-3/MS4 | PICU Staff Attending; Examiner |
| Skill Assessment | IM Rotation | 6/year from 2017-2019 | MS-III | Examiner |

MENTORING, ADVISING, and COACHING ACTIVITIES

Advising: An advisor helps an advisee in a focused capacity surrounding a decision or course of conduct or provides suggestions for a specific project. Advisers are generally assigned to learners, have experience in the learner’s area of need and are generally expected to provide oversight, advice, answers, and guidance to the learner.

Mentoring: A mentor helps a mentee to achieve personal or professional success by providing guidance, support, and the creation of opportunities for the mentee. This requires an ongoing, committed relationship with a clear objective. A mentor is typically of advanced academic rank and/or experience and acts as a guide and teacher to help develop their mentees.

Coaching: Coaching involves a short-term relationship designed to improve an individual’s effectiveness in an area, and to help learners improve their own self-monitoring. A coach may or may not have expertise in the realm of the self-identified need(s) in their learner but is skilled at helping the learner accurately reflect on their performance, their needs for growth, and gain insight into desired outcomes. Coaches help learners create specific action-oriented plans to achieve their goals while providing a space for accountability and re-assessment of their needs. See: <https://www.ama-assn.org/system/files/2019-09/coaching-medical-education-faculty-handbook.pdf>

Approximate the number of learners (medical student, resident or fellow), and the dates for which you served as an advisor or mentor. Describe your role as a mentor/advisor for each student – this may also include the number of letters you’ve written for learners (e.g., ERAS Letters of Recommendation for medical students to assist them in getting the residency of their choice). Examples: provides career advice, reviews CVs and personal statements, writes reference letters, etc.

Examples: Mercer Student Independent Study/Research Program – mentored 12 students 2018-present; wrote approximately 20 letters of recommendation for MD students and/or residents per year.

PROFESSIONAL DEVELOPMENT RELATED TO TEACHING, MENTORING/ADVISING

Conferences, workshops, other training opportunities that have contributed to improving your teaching and/or mentoring/advising skills.

Examples: GA Physicians Leadership Academy – Medical Association of GA Foundation – 55 hours, American College of Emergency Physicians Medical Directors and Leadership Conference 25 hours.

TEACHING, MENTORING, AND ADVISING HONORS AND AWARDS

List honors or awards received for teaching and/or mentoring/advising. Include the title, a description of the award, and year(s) awarded

Examples: Teacher of the Year Award – Family Medicine Residency, Preceptor of the Year Award, inducted into Alpha Omega Alpha Honor Society

LEARNER EVALUATION OF TEACHING

For this section, document learner (i.e., medical students, residents, interns, or continuing professional education participants) evaluations of your teaching. Medical student evaluation will be collected for you by the school. Peer evaluations or other forms of teaching evaluation may also be included.

- Documentation should include SUMMARIES of aggregate teaching evaluations (including numerical evaluations as well as learner comments) since the last appointment or promotion, pertaining to the learner groups.
- Actual copies of evaluations may be included as a separate appendix.

SCHOLARSHIP/RESEARCH

SCHOLARSHIP

Scholarship/research refers to work (e.g., materials, products, or resources) that is peer-reviewed, publicly disseminated (e.g., published, delivered as a presentation, in the public domain), and contributes new knowledge to the field. This section includes peer-reviewed publications and presentations.

PEER-REVIEWED PUBLICATIONS

List your peer-reviewed publications. For all entries, number each citation and include complete information for the citation (authors, title, publication name, publication date that includes the month, day and year, volume, issue, pages; if book include editors, publisher, city). Articles in predatory journals should not be included. If you are unsure whether a journal is considered predatory, or unsure whether an article is peer-reviewed ask the library to verify this information: https://med.mercer.edu/library/identifying_scholarly_publications.htm

Published Peer-Reviewed Journal Articles

Peer-Reviewed Journal Articles Accepted for Publication/In Press

Peer-Reviewed Journal Articles Under Review

Other Peer-Reviewed Original Articles

Peer-Reviewed Abstracts

Books

Book Chapters

Book Reviews

Case Reports

Procedures/Protocols/Guidelines/Standards for Clinical Care

Peer Reviewed Electronic/Digital Publications

Other Peer-Reviewed Publications

Newspaper, magazine, non-scholarly books

Other Peer-Reviewed Materials

Specify, for example, video, film, podcast, webinar, webpage or entry, blog, etc.

PEER-REVIEWED PRESENTATIONS

Include title/description, dates, location, organization, type (plenary, keynote, or other presentation). Grand Rounds, given at another institution, should be entered in this Section; Grand Rounds presented at the home institution should be included in the Grand Rounds Section in the Service section of the CV. Invited community presentations should also be noted in the appropriate Service section of the CV.

National and International Invited Presentations

Subdivided by type:

Platform Presentations

Workshops

Posters

Examples:

1. Authors. Family Centered Medicine: Integrating Family Systems Education into the Medical School Curriculum. Society for Teachers of Family Medicine. Vancouver, British Columbia. November, 2015. Lecture-Discussion. Accepted.
2. Authors. Faculty Governance and Regional Medical Campuses. Group on Regional Medical Campuses. Association of American Medical Colleges Annual Meeting. Boston, MA. November, 2011. Poster Presentation.
3. Authors. Community-Responsive Physicians: Roles and Responsibilities. Society for Teachers of Family Medicine Annual Meeting. Baltimore, MD. May 2018. Platform Presentation.
4. Authors. The Cultural Genogram: A Tool to Educate Culturally Competent Physicians. Society for Teachers of Family Medicine Annual Meeting. Healthy People, Healthy Communities. Atlanta. September 2013. Workshop Developer and Presenter.

Regional and Local Invited Presentations

Subdivided by type:

Platform Presentations

Workshops

Posters

SYSTEM INNOVATION AND QUALITY IMPROVEMENT ACTIVITIES

Describe any initiatives related to patient safety, quality improvement, and process/practice improvement. Include any evaluation related to the effectiveness (quality, utilization, access, cost, etc.) of these initiatives. Indicate whether you participate in registries or databases for quality improvement or comparison metrics. If you are involved in Maintenance of Certification (MOC), describe your involvement, and indicate which programs. If you described your initiatives in QI and patient safety in the Clinical Practice section, it is not necessary to repeat the description in this section.

System Innovation and Quality Improvement Efforts within the Institution

Dates, name of site intervention, your role, and results (e.g., clinical outcomes, process measures, financial)

System Innovation and Quality Improvement Efforts Outside of the Institution

Dates, name of site intervention, your role, location(s) and results (e.g., clinical outcomes, process measures, financial)

Examples: Oversee institutional QI requirements in all of the GME training programs, Georgia Top 10 Initiative for Quality Improvement, Reducing Variability, Reducing Efforts, and Improving Quality in Medicine, CDC Antibiotic Stewardship Program on appropriate antibiotic prescribing and to reduce bacterial resistance, Sickle Cell Disease Pathway QI Project, Gathering national data from DIOs on key performance indicators as part of the ACGM annual institutional review process, Improving Pediatric Wellness Through a Redesigned Discharge Practice, Reducing Radiation in Trauma Patients, etc.

Production of guidelines and/or protocols

Date, name of guideline and/or protocol, your role, location(s) adopted, current status (to demonstrate sustainability)

INNOVATIONS IN CLINICAL PRACTICE

Summarize your role in the development of a new clinical technique(s), services, therapies, or health care delivery systems that have improved the health of the population you have served. Include any evaluation related to the effectiveness (quality, utilization, access, cost, etc.) of care provided. You may include guidelines, protocols or standards for clinical care developed individually or as a member of a committee. Indicate the type of material (clinical protocol, standard of care, etc.), if published in print or on the web, provide citation, describe how the material is used; and if developed as a member of a committee, describe your contribution

RESEARCH SUPPORT, PROJECTS, CONTRACTS, AWARDS

Note: Funded research/research support is not required for promotion, but may be included in this section.

Include title/name of award, funding agency, role (indicate whether PI, Co I, Sub I), start and end dates, amount of funding, and brief description of award. Principal Investigator (PI) - Individual who is responsible for initiating the writing and procuring of grant/contract and providing the majority of the effort. Co-Investigator (Co I) Individual who may assist the PI in writing and procuring the grant/contract and provides a significant part of the effort. Sub Investigator (Sub I) - Individual not involved in the writing or procuring of the grant/contract but provides a portion of the effort. Include grant applications submitted but not funded.

Example:

1. Bridging the Cultural Divide: Building Collaboration between Public Health and Medicine. Association of American Medical Colleges and Centers for Disease Control and Prevention. Principal Investigator. 12/03-11/04. \$50,000.

Clinical Trials, Active
Clinical Trials, Completed
Clinical Trials, Pending
Clinical Trials, Submitted but not funded

Include clinical or pharmaceutical trials, either PI initiated or company initiated. Title, brief description, start and end dates, faculty member's role/hours, amount of funding, etc.

Active

Completed

Pending

PROFESSIONAL DEVELOPMENT RELATED TO RESEARCH/SCHOLARSHIP

Conferences, workshops, other training opportunities that have contributed to improving your skills related to research/scholarship.

| Course/ Activity/Description | Dates | Location | Hours |
|--|--------------------|-------------------|-------|
| AAMC Medical Education Research Certificate workshop: Formulating research questions and designing studies | Jan 1-3, 2018 | Emory University | 36 |
| NIH clinical research training course: NIH-Duke Clinical Research Training Program | February 7-9, 2019 | NIH, Bethesda, MD | 20 |
| ACGME workshop: Experienced Coordinators: Advancing, Collaborating, Innovating | January 4-7, 2020 | Virtual workshop | 35 |

RESEARCH/SCHOLARSHIP HONORS AND AWARDS

Recognition for expertise or accomplishment. Description/title, year/years. If an award was won multiple times, for example the same teaching award, it may be listed once, with all years indicated.

SERVICE

INSTITUTIONAL SERVICE

Service to Mercer University School of Medicine or Mercer University (e.g., committees; ad hoc or standing committees)

Service to local clinic or hospital committees. Other specific groups of activities such as: organizer of workshops, symposiums, and programs, Grand Round presentations at your institution, etc. Include description, start and end dates, and your role.

Examples: Medical School Nominating Committee 2018-2021, Deans and Chairs Committee 2019-2020, Hospital Quality Improvement Committee 2015-present, Chair of the Hospital Credentials Committee 2010-present, Performance Improvement Committee at Atrium Navicent Health, MUSM EM interest group advisor.

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|--|---|
| ACTIVITY | <ul style="list-style-type: none"> • Chair of Evaluation Subcommittee of MUSM Curriculum and Instruction Committee (CIC) |
| Description of Service | <ul style="list-style-type: none"> • Coordinated and led 8 faculty members in the development of reports and recommendations for the CIC • Jointly developed and co-presented monthly reports to the CIC • Established the timeline for evaluation reports for each of the courses/clerkships in MUSM |
| Duration of Service | <ul style="list-style-type: none"> • Committee Member, 2003-2007 • Chair, 2005-2007 |
| Outcomes, Accomplishments, and/or Significant Impact | <ul style="list-style-type: none"> • Coauthored white paper on results from focus groups of graduating students focusing on gaps and redundancies in the curriculum • Poster on results presented at AAMC SGEA annual conference • CIC commended the evaluation subcommittee for developing the process to collect, analyze and report data • CIC implemented changes in the 4th year curriculum |

PROFESSIONAL/ACADEMIC SERVICE

Service and/or leadership role on professional organizations, associations, societies, national advisory committees, editorial positions, invited reviewer, peer reviewer for conference submissions, etc. International, national and local, include active years and any offices held, indicate whether membership is elected or non-elected

Examples: Chair of Accreditation Subcommittee, Wellbeing Subcommittee, Learning Environment Subcommittee, American Board of IM Examination Writing Committee, Board of

Governors – ACP, Medical Editor for Emergency Medicine WebMD, Medical Book Reviewer for Williams and Wilkins Publishing, Inc., Vice President of the Medical Staff at Memorial Hospital, Treasurer of the Medical Staff, National Advisory Committee on Disaster Response – Society of Critical Care Medicine, Governor of the Georgia Chapter of the American College of Physicians, Chair of Piedmont Medical Center’s Continuing Medical Education Committee, invited reviewer and poster presentation judge of residents and students at the American College of Physicians.

| | |
|--|--|
| ACTIVITY | |
| Description of Service | |
| Duration of Service | |
| Outcomes, Accomplishments, and/or Significant Impact | |

COMMUNITY SERVICE/OUTREACH

Presentation of health information to the public/community, science fair judge, mission work, voluntary work for underserved communities, performing athlete physical exams in your community, etc.

Examples: Advisory Board – Saving Lives in Chatham County, interviewed on WTKS News Radio Wellness Wednesday “Influenza”, interviewed on WJCL “Debunking dry drowning – Fact or Fiction”, ACLS and PALS instructor, Organ Donation Task Force, Brain Injury Support Group – Bradley Center.

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| ACTIVITY | |
| Description of Service | |
| Duration of Service | |
| Outcomes, Accomplishments, and/or Significant Impact | |

SERVICE HONORS AND AWARDS

Recognition for expertise or accomplishment in any of the service categories mentioned above. Description/title, year/years. If an award was won multiple times, it may be listed once with all years indicated.

Examples: National Society of Critical Care Medicine Dr. Joseph and Rae Brown award, Certificate of Appreciation for Outstanding Contributions to the American College of Physicians

ADMINISTRATION/LEADERSHIP (OPTIONAL)

ADMINISTRATION/LEADERSHIP ROLES (OPTIONAL)

Your administrative service responsibilities and leadership roles in the medical school, university, and hospital are documented above in the CV. Use this space to highlight **MAJOR** responsibilities and leadership roles that describe the impact of your leadership. It is not necessary to describe your role on every committee. For example, identify how the initiative contributed to the improved operation, development and/or improvement of the medical school, hospital. Identify whether the service supported the teaching, research/scholarly activity and/or service missions of the medical school or improved the learning environment. If a committee developed the initiative, describe your contribution as a member of the committee.

Examples: Designated Institutional Official (DIO), department/division/unit chair or vice-chair, assistant dean, associate dean, senior associate dean, dean, executive director of medical education, military consultant, assistant dean for GME.

| | |
|--|---|
| ACTIVITY | Chair of clinical department of surgery |
| Description of Leadership Role | Responsible for PI coordination, credentialing recommendations, and other clinical department responsibilities |
| Duration of Service | 1/2015-7/2016 |
| Outcomes, Accomplishments, and/or Significant Impact | Maintained clinical performance. Maintained designation criteria as a trauma center. Participated in the recruitment of a permanent TPD |

PROFESSIONAL DEVELOPMENT RELATED TO ADMINISTRATION/LEADERSHIP (OPTIONAL)

Conferences, workshops, other training opportunities that have contributed to improving your skills related to administration/leadership. Examples: Attended the Harvard Macy Institute Leading Innovations in Health Care and Education course; Awarded a certificate from the AAMC Chief Medical Officers Leadership Academy.

| Course/ Activity/Description | Dates | Location | # of hours |
|------------------------------|-------|----------|------------|
| | | | |

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|---|-------------------|--------------------|----|
| Harvard Macy Institute: Leading Innovations in Health Care and Education course | June 13-18, 2020 | Boston, MA | 40 |
| AAMC certificate program: Chief Medical Officers Leadership Academy | March 25-26, 2020 | AAMC Washington DC | 25 |
| Climate Change and Clinical Practice Symposium (CME eligible) | April 28, 2021 | Online | 10 |

ADMINISTRATION/LEADERSHIP HONORS AND AWARDS (OPTIONAL)

Recognition for expertise or accomplishment. Description/title, year/years.