

**ANNOTATED GUIDE TO THE MERCER UNIVERSITY SCHOOL OF MEDICINE
CURRICULUM VITAE FOR FACULTY ON THE CLINICAL PRECEPTOR 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. 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 on 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

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.

AWARDS AND HONORS RELATED TO CLINICAL PRACTICE/CLINICAL LEADERSHIP

Examples: 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, AND MENTORING

TEACHING RESPONSIBILITIES

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., small group, lecture, supervisory, morning reports, rounding), the context (e.g., clinical environment, lecture hall, etc.), type of learners (medical students, residents, PA, RN, NP, etc.) approximate number of learners per year, the approximate time commitment (e.g., 150 hours/year), and inclusive years

Examples: 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

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: 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

LEARNER ASSESSMENT

Learner assessment includes activities associated with measuring learners' knowledge, skills, attitudes, or behaviors. Identify the methods you used to assess learners. Describe the method

(e.g., OSCE, multiple-choice questions, skill assessment), type of learners (e.g., second year medical students, residents), approximate number of learners, and your role in the assessment

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. 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 and DO students 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

SCHOLARLY ACTIVITIES AND SCHOLARSHIP

SCHOLARLY ACTIVITIES

Scholarly activities are those in which an educator has taken a thoughtful and informed approach to the design and development of an educational activity. This is different from scholarship/research (see next section below). A *scholarly approach* refers to taking a systematic approach to one's work by intentionally addressing six specific criteria: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. In this section, describe any activities you developed by engaging in this process. Include in this section any non-peer reviewed publications or presentations.

Scholarly Activities

Examples: Created a guide to your clinical practice for medical students.

Non-peer Reviewed Publications

Newspaper column, blogs, websites, newsletters, MAG (Medical Association of Georgia), article for Tift Regional Newsletter, "The Essentials, The Healer" in *Memorial Health* magazine, etc.

Non-peer Reviewed Presentations

Grand rounds (local; include title, date, location and sponsoring institution/department), invited lectures, local/community presentations, etc.

Examples: Invited lecturer Exchange Cub of Savannah, ABC World News "Drug Shortage in the ICU."

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

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: 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

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.

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

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 scholarship.

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. Examples: Investigator, “Open-label, comparative, randomized, multicenter phase III study of IV treatment of Synercid” – grant from Intarcia Therapeutics, Inc.

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 Hospital, MUSM EM interest group advisor

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: 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

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

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