

ANNOTATED GUIDE

CURRICULUM VITAE OREGON HEALTH & SCIENCE UNIVERSITY

This annotated template is a framework to be used as a guideline to demonstrate your hard work and accomplishments on your curriculum vitae (CV).

The annotated Curriculum Vitae Guide provides CV section activities and summary, formatting directions and examples to assist faculty in capturing the impact or tangible outcome of that activity.

Rules for creating a CV

1. Be succinct.
2. Be consistent - list in chronological OR reverse chronological order.
3. Do not list activities in more than one section or domain.
4. The formal name for OHSU is “Oregon Health & Science University”.
5. Remove areas that are not relevant – do not leave blank sections.
6. Add sections to display activities that may not be represented on the template.

Name: E.g. V. Liana Tsikitis **Date:** _____
[insert name in header beginning on page 2]

Phonetic Spelling: Lee-awna (T)see-kee-tees

Preferred Pronouns: _____

I. PRESENT POSITION AND ADDRESS

Academic Rank: _____

Department and/or Division: _____

Joint Appointment(s) (if applicable): _____

Professional Address: _____

E-mail Address: _____

***Remove sections that are not relevant – do not leave blank sections.
Add sections as needed to display activities that may not be represented on template.***

OHSU CV [V. Liana Tsikitis]

II. EDUCATION

ACTIVITY: Faculty who graduated with honors/scholarships may add them here.

Undergraduate and Graduate

FORMAT: Include year, degree and institution.

EXAMPLE(S):

2000 B.S. Astrophysics
 University of Mars
 Galle Crater, Mars

Postgraduate

ACTIVITY: Fellowships, additional educational activities with credential/certification.

FORMAT: Include year, degree and institution.

If hold multiple degrees, consider subheadings, such as in the examples below.

EXAMPLE(S):

Medical School/Doctoral

2004 Doctor of Medicine
 Marcus Welby School of Medicine
 Anytown, USA

Internship & Residency

2007 Internship & Residency, Internal Medicine
 Department of Medicine
 Oxford University
 Oxford, England

Fellowship

2013 Gastroenterology
 Department of Medicine
 University of Arkansas for Medical Sciences
 Little Rock, Arkansas

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III. CERTIFICATIONS & LICENSES

Certification

FORMAT: Include board number, date and recertification.

Active and Past Licenses

FORMAT: Include state, date, status, number and renewal date.

NOTE: For security reasons, faculty may choose NOT to list DEA numbers and instead write “Certification Numbers Available on Request”.

Formal Faculty Development

ACTIVITY: Significant education and certifications.

FORMAT: Include year, course, institution or sponsoring society.

NOTE: Avoid listing every routine Continuing Medical Education (CME) course.

EXAMPLE(S): HIP certificate, leadership development such as Executive Leadership in Academic Medicine (ELAM).

IV. PROFESSIONAL EXPERIENCE

Academic Appointments

ACTIVITY: Academic appointments such as Instructor, Assistant Professor, etc.

FORMAT: Include year, academic rank and institution.

List in chronological OR reverse chronological order.

EXAMPLE(S):

1995-2005 Assistant Professor
 Department of Medicine - Division of General Medicine & Geriatrics
 Oregon Health & Science University
 Portland, Oregon

Administrative

ACTIVITY: Include house, clinical, professional appointments and clinical and/or faculty positions.

Significant leadership positions may include, but not limited to directorship, department chair, division head, section chief, program directors, etc.

FORMAT: Include year, position and institution.

NOTE: List committee leadership in the Service section.

EXAMPLE(S):

2014-present Director, Langrove Center for Operative Improvement
 Department of XXXX
 Institution
 City, State

2005-2014 Hospitalist
 Haverhill Hospital
 Haverhill, MA

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Other

ACTIVITY: If you receive pay from two different institutions (two different pay checks), list additional (non-OHSU) position. List subcontracts (one paycheck) under Grants and Contracts.

FORMAT: Include year, position and institution.

EXAMPLE(S):

1999-2005 Internal Medicine Associates (Ambulatory Practice)
 Bisbee, Arizona

V. CONTRIBUTIONS TO DIVERSITY, EQUITY, INCLUSION, AND BELONGING

ACTIVITY: Effort, contributions, and programs that have been developed and implemented to establish an inclusive and equitable culture at the departmental or institutional level. Describe the impact. Health equity projects that improve access to all patients and benefit underserved areas. If possible, include the measures of outcomes and impact.

VI. SCHOLARSHIP

Area(s) of Research/Scholarly Interest

ACTIVITY: List the key 3-5 scholarship interests.

FORMAT: Create topic heading and include a paragraph of your scholarly interests.

EXAMPLE(S):

Simulation use in Medical Education, Efficient Clinical Teaching, Adolescent and Child Health and Prevention.

Grants and Contracts:

Total current grants awarded as Principal Investigator (PI) or co-Principal Investigator (Co-PI)

Federal	<input type="text"/>	Total as PI/Co-PI	<input type="text"/>	Total dollar award	\$ <input type="text"/>
State and Local	<input type="text"/>	Total as PI/Co-PI	<input type="text"/>	Total dollar award	\$ <input type="text"/>
Foundations	<input type="text"/>	Total as PI/Co-PI	<input type="text"/>	Total dollar award	\$ <input type="text"/>

Total grants awarded as Principal Investigator (PI)

Federal	<input type="text"/>	Total as PI/Co-PI	<input type="text"/>	Total dollar award	\$ <input type="text"/>
State and Local	<input type="text"/>	Total as PI/Co-PI	<input type="text"/>	Total dollar award	\$ <input type="text"/>
Foundations	<input type="text"/>	Total as PI/Co-PI	<input type="text"/>	Total dollar award	\$ <input type="text"/>

Publications originating from grants and contracts

Total (n)	<input type="text"/>	In-Rank (n)	<input type="text"/>	1 st author/senior author (n)	<input type="text"/>
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OHSU CV [V. Liana Tsikitis]

FORMAT: Include title, source, principle investigator, your role, award amount, award period and percentage of effort.

Indicate if you are a PI of a multi-institutional site grant or a PI of your own grant.

EXAMPLE(S):

8/1/2018 – 7/31/2033 Title: xxxxxxxxxxxxxxxxxxxx.
Source: National Cancer Institute (1R01xxxx)
Award Amount: \$1,500,000
Role: xxxxxx
Principal Investigator: Marcus Welby, MD.
% Effort (funded FTE): 0.20

Federal

Current

Completed

Major National Foundations

Current

Completed

State and Local

Current

Completed

Other Support

Current

Completed

Contracts

ACTIVITY: If part of salary/FTE is subcontracted or paid to OHSU by an outside entity.

EXAMPLE(S): Nursing home medical director positions, state administrative roles, other external organizations that pay for a portion of the FTE.

Current

Completed

Pending Support

ACTIVITY: Submitted grants – not for works in progress or unfunded grants.

FORMAT: Include title, source, principal investigator, your role, award amount, award period and % effort.

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Unfunded Research

ACTIVITY: If you feel it is important to list IRB’s or unfunded participation in research.

Publications/Creative Work

ACTIVITY: For collaborative work where faculty are neither first nor senior author yet contributed meaningfully to the project, make the significance and impact of these contributions clear. Non-traditional peer reviewed publications may be listed here as well by adding a section, labeling or denoting them.

FORMAT:

- Number citations.
- Use either reverse or consecutive chronological order.
- Bold and underline your name in each citation.
- Bold your name if you are first or last author.
- Use standard NLM formatting.
- Use “*Denotes Trainee” where you supported a trainee in writing the paper (*evidence of mentoring*)

Select the triangle to the left to view an Optional format in place of the Standard format below.

OPTIONAL FORMAT

To specify nature & relative weight of contributions on disseminated scholarly works

This construct denotes what specific contributions were made for each published work. This may be excessive for the majority, but it is an option to better display and emphasize major vs. other contributions.

- C = Concept development/design*
- M = Mentorship of others*
- D = Data Acquisition*
- A = Analysis*
- W = Writing*

EXAMPLE(S):

1. O’Glasser AY, Taylor CC, Hunter AJ. Beyond the algorithm: Implementation of a hospitalist-led pre-operative clinic assessment before cardiac surgery. Perioperative Care and Operating Room Management. Available online 3 June 2017. <https://doi.org/10.1016/j.pcorn.2017.05.001>. {C = 5%, M = 70%, D = 5%, A = 10%, W = 10%}

Peer-reviewed

ACTIVITY: Include any publication that is peer-reviewed.

NOTE: Separate into sub-headings if needed. “Peer-Reviewed Original Research”, “Peer-reviewed Reviews”

Peer-reviewed publication metrics

Total number	<input type="text"/>	Total 1 st author (n)	<input type="text"/>	Total senior author (n)	<input type="text"/>
In-rank (n)	<input type="text"/>	In-rank 1 st author (n)	<input type="text"/>	In-rank senior author (n)	<input type="text"/>

Indices

**Remove sections that are not relevant – do not leave blank sections.
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OHSU CV [V. Liana Tsikitis]

[h-index](#)

[Median RCR](#)

Alt metric

Peer-reviewed Journal Publications

EXAMPLE(S):

1. O'Glasser AY, Taylor CC, **Hunter AJ**. Beyond the algorithm: Implementation of a hospitalist-led pre-operative clinic assessment before cardiac surgery. Perioperative Care and Operating Room Management. Available online 3 June 2017. <https://doi.org/10.1016/j.pcorn.2017.05.001>. PMID: xxxxxx
2. Rudy CC, Ballard C, Borberg C, **Hunter AJ**. Platypnea-Orthodeoxia Syndrome: A Case of Chronic Paroxysmal Hypoxemia. Accepted September 2016, Journal of General Internal Medicine. 2017 Jan;32(1):127-130. PMID: 27785666. doi:10.1007/s11606-016-3901-1

Peer-Reviewed Abstracts

ACTIVITY: List activity you responded to a call for proposal and it was accepted. This may include posters, workshops, seminars and/or lectures.

FORMAT: Use the same format as Publications.
*denotes invited for oral presentation.

Include role, sponsoring organization, meeting name, date, city, state, country (if applicable).

EXAMPLE(S):

1. Palmer RT, **Biagioli FE**, Shaver J, Symkowick. Adapting a UME Telemedicine Simulation for GME Learners. Lecture-discussion presentation. STFM Annual Conference. San Diego, CA. May 2017

Peer-Reviewed, Other

ACTIVITY: To capture non-traditional peer-reviewed items. Only include items with an adequate description of how the item was rigorously peer-reviewed.

Peer-reviewed Disseminated Curriculum

EXAMPLE(s): MedEdPORTAL

- 1.
- 2.

Non-peer-reviewed

FORMAT: Number each item

Journal Publications

EXAMPLE(S):

1. **Biagioli FE**. Public Health Progress in 2013. Medicine in Oregon. Fall 2013.

Books

- 1.
- 2.

**Remove sections that are not relevant – do not leave blank sections.
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OHSU CV [V. Liana Tsikitis]

Chapters

- 1.
- 2.

Electronic Publications

ACTIVITY: Include medical NON-peer reviewed publications such as blogs, e-publications, electronic health record tools, etc.

FORMAT: If available, include a link. Make sure all links work at the time of CV submission.

EXAMPLE(S): Web MD, Medscape, etc.

- 1.
- 2.

Reviews

ACTIVITY: List non-peer reviewed reviews.

EXAMPLE(S):

1. **Cohen DJ.** Book Review – Key Words In Qualitative Methods. Bloor, M and Wood, F. Evaluation and Program Planning. 2007. 30(2): 223-225.

Other

ACTIVITY: Letters to the editor/commentaries and rebuttals

- 1.
- 2.

Digital dissemination

ACTIVITY: Include social media annotated by domain: e.g. education, advocacy, DEI, QI, etc. Does not refer to peer-reviewed, on-line journals.

Clinical Guideline Development:

International/National

Regional

Institutional

Departmental

Invited Lectures Invited Panelists or Moderators in Scientific Conferences, Invited Presentations or Visiting Named Professorships

**Remove sections that are not relevant – do not leave blank sections.
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OHSU CV [V. Liana Tsikitis]

ACTIVITY: Scholarly output and/or accomplishment.
Include presentations where you were invited. “Invited” specifically refers to any event where an individual or organization asked you to present a topic.
This does not include activity where you submitted content in the hopes of being invited to present – those should be listed under peer-reviewed abstracts if they were accepted.

FORMAT: Number each item.
Include title, contributors, type of presentation, sponsor, city, state, country and date.

International and National Invited Presentations

1. **Milano CE.** National Perspectives on Policy and Practice Implementation: Lessons from the Field. Building a Coordinated System of Care for Persons With Co-occurring Medical and Behavioral Health Conditions. Keynote Address: California Innovations Summit on Integrated Care, Jun 2014, Sacramento, CA

Regional and Local Invited Presentations

ACTIVITY: Include presentations that are outside of OHSU.

- 1.
- 2.

Institutional Invited Presentations

ACTIVITY: This does not include student and/or resident lectures which are listed in Teaching.

- 1.
- 2.

In the News

ACTIVITY: Any media invited presentation and/or commentary.
Include news citations about scholarly work

- 1.
- 2.

Honors and Awards for Scholarship

VII. SERVICE

Clinical Responsibilities (*summarize types of clinical work since last promotion*):

ACTIVITY: Summarize types of clinical work since last promotion.

FORMAT: Number each item.

EXAMPLE(S): Days in clinic shifts per week or RVUs per year at OHSU and/or at affiliate sites.

Other service responsibilities

EXAMPLE(S): FTE-associated

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OHSU CV [V. Liana Tsikitis]

Membership in Professional Societies

FORMAT: Include beginning year and ending year or “present”

Granting Agency Review Work

ACTIVITY: Work done to review grant proposals for funding (local, state, federal, foundational, etc.)

EXAMPLE(S):

2010-2018 Agency for Healthcare Research and Quality, Grant Review Study Panel, Action II Master Contract program

May 2015 GRADE study. Ad hoc review of ancillary proposal

Editorial and Ad Hoc Review Activities

ACTIVITY: Participant on an **editorial** board for journal or other publication or resource. **Ad Hoc Review activities** is where faculty list their work reviewing the work of others. Do not list every article ever reviewed.

FORMAT: **Editorial** - Include role/title (Associate Editor, Chief Editor, etc.). If applicable, briefly describe the hours per month of work.

Ad Hoc Review – List the journal and year you started reviewing. If you do a large number of reviews or have received commendation on the quality of your review from the editor, list numbers and citations.

EXAMPLE(S): Editorial - Journals, parenting magazines, UpToDate, etc.

Ad Hoc Review – If known, state the actual numbers of publications reviewed per journal.

Editorial Board

2001-2017 Editor, Journal of Migratory Paralysis

Ad hoc Journal Referee/Reviewer

2006-Present Journal of _____, (AY2013-14: 7 Reviews); Best Reviewer 2013 Editors Award

2004-Present Academic Medicine

Clinical Program Development & Oversight

Committee and Professional Association Service

ACTIVITY: Include anything of a medically relevant nature; include any routine assemblage of individuals including those which faculty HAVE to contribute to and participate in as part of their job description.

FORMAT: Organize into National, Regional, Institutional, Department levels.

If applicable, highlight the impact of deliverables of your committee/society work that differentiates ‘doing’ from creating an impact.

Identify leadership positions by either creating a separate Leadership Roles subheading OR bold the leadership role with dates of service. Include any major products of this committee work.

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OHSU CV [V. Liana Tsikitis]

International/National

Leadership

Active

Past

National Leadership Roles

1998-2000 Generic National Association Process Improvement Committee. **Role: Chair**, Sponsor: NBCTV, Aim (s); to improve the systems efficiency of the national organization. Time: monthly hour-long mtg, with ~ 4 hrs. Homework; ~ 60 hrs. /year. Deliverable: Saved the world. Dissemination: National Workshop. 2005.

Membership

Active

National Service

1994-Present Generic National Association, **Chair: 1998-2000**
Aim: Improve national systems efficiency Time: monthly hour long meetings with ~ 60 hours per month asynchronous work. Deliverable: Saved the world. Dissemination: National Workshop 2005

Past

Regional

Leadership

Active

Past

Membership

Active

Past

Institutional

Leadership

Active

Past

2008-2008 Generic OHSU Improvement Committee: **Chair**, ~40 hours per year

Membership

Active

Past

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OHSU CV [V. Liana Tsikitis]

Departmental

Leadership

Active

Past

Membership

Active

Past

Honors and Awards for Service

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OHSU CV [V. Liana Tsikitis]

VIII. TEACHING

ACTIVITY: “Teaching” as “Any activity that fosters learning, including direct teaching (e.g. lecturing, tutoring, precepting) or creation of associated instructional materials” (Sampson, Med Educ 2007)

- FORMAT:**
- List general categories of teaching, level of learner, and approximate number of times or hours per year.
 - Specify the type of activity, the targeted audience, the time spent, and the evidence of impact (mean scores; dissemination, awards, etc.).
 - Describe any development of curriculum work, its outcome, and its dissemination to their respective field.
 - Detail the deliverables and/or objective impact related to the activity.
 - Individual mentor and coaching relationship(s) and evidence of effectiveness and impact should be documented in the Mentoring and Coaching Profile. Teaching evaluations for promotion and tenure should be presented in the Mentoring and Coaching Profile
 - Wherever possible, each of the below sections should provide
 - o Name of the activity/curriculum/innovation
 - o Who is the audience (e.g. students, residents, peers, etc.)
 - o Estimated number of learners per session
 - o Frequency of delivery (e.g. once, quarterly, annual, etc.) and direct contact hours per activity.
 - o An aggregated numeric value of faculty performance (from evaluations)
 - o Any dissemination of the product (publications, workshops, other site-implementation, etc.)
 - o If the audiences of the educational contributions are many, consider breaking down activities by audience (e.g. medical student, nursing student, doctoral student, resident, fellows, peers, CME audience, etc.)

Direct Teaching Activities

FORMAT: List courses or clinical environments generally taught, number of learners, frequency, and duration.

EXAMPLE(S):

Teaching Activities - Medical Students

Physician Observer. Objective Structured Clinical Exam (4 to 8 per year). 1997 – Present, ~30 hrs/year; Avg eval 4.8 (range 1-5; Course Avg 4.2)

Clinical Teaching: 8 clerkship students per year, Duration: 6 weeks, 4-6 clinics per week. 2000 – 2014

Teaching Activities- Family Medicine Residents

Clinical Precepting. 1-4 clinics per week. 2000-Present

Resident Conference Didactic Lectures. 2-4 per year. 2000-Present

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OHSU CV [V. Liana Tsikitis]

Lectures

ACTIVITY: Teaching or education output and/or accomplishment

International National

Regional

Institutional

Departmental

Interactive/workshops

International National

Regional

Institutional

Departmental

Clinical Teaching

FORMAT: This refers to teaching in one's clinical environment (clinic, operating room, inpatient, etc.)

EXAMPLE(S):

Teaching Activities – Residents

Inpatient general medicine ward. 1994-present; Avg 26-30 wks per year (1994-2015); Avg 12-16 wks/years 2018-present; 21 direct contact hrs/week; avg. global eval. 4.9 (1-5 point scale; Rotation average: 4.1).

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OHSU CV [V. Liana Tsikitis]

Curriculum Development

ACTIVITY: Curriculum development is defined as “a longitudinal set of systematically designed, sequenced and evaluated, education activities occurring at any training level, venue or in any delivery format”, (Med Educ 2007; above). It should be differentiated from creating a lecture or seminar or direct “Teaching”.

FORMAT: Ideally each curriculum development entry should include

- | | |
|---------------------------|--|
| -project/curriculum title | -audience |
| -need/aim/purpose | -implementation dates & years of participation |
| -role | -main outcomes/evidence of effectiveness |
| -project members | -dissemination |
| -methods employed | |

Be concise,

- Role
- Purpose/Need - What was your needs analysis? / How did you identify the focus/relevance of this topic
- Intended Audience
- Duration
- Methods and Design - methodology from needs analysis, content delivery, content assessment, and ongoing development
- Results and Outcomes - Evidence of effectiveness. List the main objectives and outcomes of this curriculum. What measure would support this as being a successful curriculum?
- Dissemination - Leave blank if not disseminated.
- List names of programs adapting the curriculum with year adapted, presentations, peer reviewed.

EXAMPLE(S):

Title: OHSU Family Medicine Resident Teaching Elective. Biagioli FE. Schneider BN

Role: Develop and implement teaching curriculum for residents.

Purpose: Residents received no formal education in teaching.

Intended Audience: Family Medicine Residents. Junior Faculty.

Duration: 2010-2016

Methods and Design: Weekly didactic instruction of curriculum design and implementation, verbal and written feedback, and clinical teaching skills with interval application of skills. Video-review of teaching skills. Review of evaluative comments. Develop and implement interactive didactic educational session.

Results and Outcomes: Participant outcomes: chief-resident and faculty appointment

Dissemination: Peer-reviewed abstract of curriculum. Electronic publication of curriculum.

OHSU Family Medicine Residency. Faculty Lead, Pediatric Topics. Developed 2008. Implemented: 2009 – 2011.

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OHSU CV [V. Liana Tsikitis]

Development of Learner Assessment Tools

ACTIVITY: “All activities associated with measuring learners’ knowledge, skills and attitudes” (Med Educ 2007; above)

FORMAT: Ideally each assessment tool entry should include:

- Title
- Description of Assessment
- Role and Contribution
- Purpose/Need
- Learner Population Being Assessed
- Scope of Assessment
- Significant Results and Outcomes (*evidence of effectiveness*)
- Intended Use of Information
- Dissemination

EXAMPLE(S): The format does not need to be tabular.

Assessment Activity	
Title	OHSU Family Medicine Clinical Experience Electronic Health Record (EHR) Competency Tool. Wisner EM. Lahlou RM. Palmer RT. Biagioli FE. 2016 - Present
Description of Assessment	An assessment of EHR skills for clinical-year medical students
Role and Contribution	Senior faculty in team to develop and revise a competency measure.
Purpose/Need	SOM changed to a competency-based curriculum and new measures for student competency skills were needed
Learner Population Being Assessed	All OHSU SOM clinical-year students.
Scope of Assessment	Evaluate student EHR reviewing, ordering, documentation, communication, and professionalism.
Significant Results and Outcomes	Adopted as Competency Measure for EHR skill attainment.
Intended Use of Information	Contribute to overall measurement of student competency for graduation requirements.
Dissemination	Poster. STFM Annual Conference. San Diego, CA. May 2017. Workshop: AAMC Core EPA Pilot: EPA Toolkits for curricular interventions, student engagement, faculty development, and assessment modalities. STFM Medical Student Education Conference. Austin, TX. February 2018.

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OHSU CV [V. Liana Tsikitis]

Educational Leadership and Administration

ACTIVITY: List any **educational leadership roles** you have in the department, school, institution, including educational committees (for example, Conference Committees for state societies, etc.). Include paid and non-paid leadership positions as long as they are educational. Do NOT list non-educational types of service or leadership in this section.

FORMAT: Include leadership of educational programs and educational committees.

International and National

Regional and Local

Institutional

OHSU School of Medicine Educational Committees

Clinical Education Subcommittee of the Curriculum Committee. 2009-2016

Departmental

OHSU Department of XXXX Educational Leadership

Director, Medical Student Education. 2016- Present.

Associate Residency Director. 2006-2008

Mentoring and Coaching

See Appendix – Mentoring and Coaching Profile (optional)

ACTIVITY: Expansion of mentorship contributions and impact should be included in the Mentoring and Coaching Profile. It is important in that appendix to not only demonstrate how your work was directly attributable to the result, rather than listing an outcome that's hard to assign to any one intervention (*e.g. completed medical school; successfully matched into residency/fellowship*).

FORMAT: See Mentoring and Coaching Profile template and annotated guide

Individual Mentor Activities

ACTIVITY: Mentorship and advising “A developmental relationship in which an educator facilitates the accomplishment of a learner’s or colleague’s (academic, clinical or leadership development) goals”, (*Med Educ 2007; above*).

This can include sponsorship but should be labeled accordingly.

FORMAT: Describe in one paragraph mentoring and coaching output. If necessary, include a Mentoring and Coaching Profile as an appendix and document CV with “See Appendix”.

EXAMPLE(S):

Mentorship focused on career and professional advancement

I have worked with 15 residents, junior and senior faculty during my career thus far. I average about 4-6 mentees per year; meeting quarterly. To date 7 have been successful in their objectives (residency, promotion, employment) and I am actively involved with 8 currently (See Mentoring and Coaching Profile for expansion).

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OHSU CV [V. Liana Tsikitis]

Mentorship focused on academic products (papers, grants, curricula, etc.)

I have worked with 84 students, residents, and junior & peer faculty in support of their scholarly pursuits. I average about 4-8 per year. This has resulted in 37 posters/abstracts; 35 peer-reviewed publications, and 22 invited oral presentations. (See Mentoring and Coaching Profile for expansion).

Other Coaching or Advising Activities

I am working with 3 residents (names anonymous) working on individual learning plans, that require intensive assessment, problem solving, learning plan development, and review and feedback of their progress. I average about 3-4 of such relationships per year, (now totaling 24) and all have met their desired outcome successfully. (See Mentoring and Coaching Profile for expansion).

Efforts to build infrastructure of mentorship

ACTIVITY: This entry specifically relates to efforts to develop mentorship models, structures or programs. As with all entries, these entries should highlight the activity/title; sponsor; aim; deliverable; and evidence of impact or effectiveness. If one has substantial mentorship impacting the regional or national stage, this be highlighted.

Formal program-sponsored mentor activities

ACTIVITY: This entry specifically relates to efforts to develop mentorship models, structures or programs. As with all entries, these entries should highlight the activity/title; sponsor; aim; deliverable; and evidence of impact or effectiveness. If one has substantial mentorship impacting the regional or national stage, this be highlighted.

Honors and Awards for Education

EXAMPLE(S):

Faculty Marshall

“Selected in recognition of your devotion to our education and well-being as students, being an excellent role model, teaching and wisdom, and an exemplary physician.” OHSU School of Medicine Class of 2017 Hooding Ceremony. 1977, 1980, 1985, 1991, 1999, 2007, 2010, 2011, 2017

Department of XXXX Faculty Teaching Award

Department of XXXX Interns & Residents, “*In appreciation for outstanding contributions to housestaff education*”. 1977, 1980, 1985, 1991, 1999, 2007, 2010, 2011, 2017