



EMORY

WOODRUFF
HEALTH
SCIENCES
CENTER

Woodruff Health
Educators Academy

FIVE-YEAR REVIEW 2022

Woodruff Health Educators Academy (WHEA)

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MISSION AND VISION

Mission

To bring together educators across the health sciences at Emory to promote and support the practice and scholarship of teaching and learning.

Vision

To foster an interprofessional community of educators across the health sciences at Emory

Linda Lewin, MD

Ulemu Luhanga, PhD

Co-Directors, Woodruff Health Educators Academy (WHEA)

ACKNOWLEDGEMENTS:

This report was compiled with assistance from Maryam Carn, WHEA Administrator and WHEA research assistants: Olivia Anike and Ruishi Chen

STEERING COMMITTEE

The Steering Committee was formed in the Summer and Fall 2017, with representatives from each Emory Woodruff Health Sciences Center school and the Center for Faculty Development and Excellence.

- **Current Members**

Melissa (Moose) Alperin, EdD, MPH, MCHES; Rollins School of Public Health

Bruce Greenfield, PT, MA, PhD, FNAP; School of Medicine (Division of Physical Therapy)

Linda Orkin Lewin, MD; School of Medicine (Office of Faculty Affairs & Development)

Ulemu Luhanga, MSc, MEd, PhD; School of Medicine (Graduate Medical Education)

Maha B. Lund, DHSc, PA-C, DFAAPA; School of Medicine (Physician Assistant Program)

Katherine S. Monroe, MMSc, PhD, CAA; School of Medicine (Anesthesiologist Assistant Program)

Melissa Owen, PhD, RN; Nell Hodgson Woodruff School of Nursing

Nathan O. Spell III, M.D.; School of Medicine (Associate Dean Education & Professional Development)

Eric Weeks, PhD; Center for Faculty Development and Excellence (Director)

- **Incoming Members**

Helen Baker, PhD, MSc, FNP-BC; Nell Hodgson Woodruff School of Nursing

Stephanie G. Bennett, PhD, RN; Emory Healthcare

Delores Lloyd, RN; Emory Healthcare

Matthew A. Reyna, PhD; School of Medicine (Department of Biomedical Informatics)

Shannon Stevenson, EdD, MSN, RNC-OB, RNC-MNN, CNE; Nell Hodgson Woodruff School of Nursing

- **Inaugural Members**

E. Downes, J.L. Guest, Z.F. Kapasi, L.P. Kimble, H. Korschun, R.M. Levinson, L. Lewin,

U. Luhanga, M.B. Lund, K. Monroe, T.J. Murphy, P. Scully, N.O. Spell III, K. Wiltse Nicely

PROGRAMS OVERVIEW

Ongoing Programming:

WHEA is committed to ensuring that all programming is applicable and available to all educators across the health sciences center and healthcare system.

- **Fellowship in Educational Scholarship:** An 18-month program for health sciences educators who want to develop skills in educational research and scholarship
- **Teaching Fellowship:** A 12-month program for health sciences educators who want to advance their teaching skills and offer quality instruction to their learners
- **Fundamentals of Educational Scholarship:** A workshop series to provide the background and tools for health sciences educators to develop and implement scholarly projects
- **IPE Journal Club:** A monthly opportunity for educators across the health sciences to meet and expand their knowledge of interprofessional education (IPE) theory and practice
- **Educators Salon:** An opportunity for interactive learning and community building across professions
- **Education Mini Grants:** Awards of up to \$500 to support the projects of current WHEA Educational Scholarship Fellows or the capstone projects of WHEA Teaching Fellows that are to be completed within 12 months of graduation.

Partnerships

- **Kern Fellowship in Interprofessional Leadership:** A 9-month program for health sciences educators and practitioners who want to be effective change agents

In Development

- **WHEA Pathways Platform:** A curated learning repository to guide and support health sciences educators across key aspects of the teaching and learning process.
- **Fundamentals of Teaching & Learning:** A workshop series to provide the background and tools for health sciences educators to develop skills in key aspects of the teaching and learning process.

HIGHLIGHTS FROM FIVE-YEAR REVIEW

“The visibility of the WHSC educational mission has been expanded significantly through the WHEA. WHEA has brought needed attention to many components of the education mission.” Gary Teal, Vice President Woodruff Health Sciences Center

Key Takeaways

“In the 5-years since inception, the WHEA has become a known entity among those focused on educational scholarship on the Emory campus and has thus increased the visibility of the educational mission. The various WHEA activities have certainly brought together a community of scholars and thus built cohesion across disciplinary boundaries.” (WHSC Education Leader)

Strengths

- Ongoing institutional Support
- Breadth of Steering Committee membership
- Participation of faculty and staff educators across WHSC enterprise
- Impact of longitudinal programs
- Demonstrated community building

Weaknesses

- Limited RSPH and Basic Sciences faculty engagement
- Limited on-demand or just-in-time programming/resources
- Challenge reaching all educators with current marketing
- Lack of clarity around connection to promotion processes

Opportunities

- More engagement of Steering Committee members in activities
- Strengthen link to promotion processes/requirements.
- Engagement of broader community of WHSC educators
- Forging closer connections with newly formed WHSC education initiatives

Threats (External)

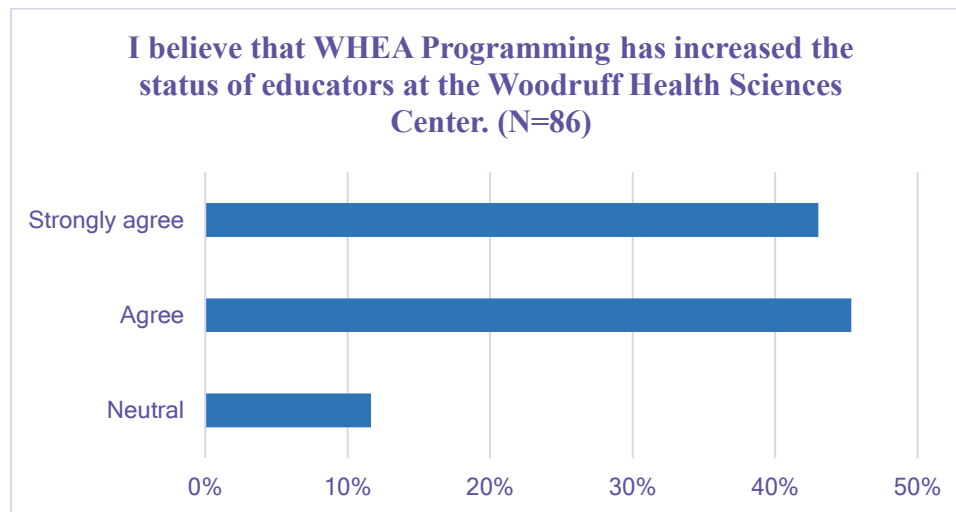
- Lack of engagement from WHSC education leaders
- Lack of awareness of WHEA programming

OUTCOMES SURVEY RESULTS (PROGRAM PARTICIPANTS)

Methods

- The purpose of this survey was to get participants' perceptions of outcomes and impacts of WHEA programming on their professional development and career trajectory.
- The survey went out to 2018-20 Fellows in Educational Scholarship (N = 23), 2019-20 Teaching Fellows (N = 13), 2020-21 Teaching Fellows (N = 29), 1st cohort of Fundamentals of Educational Scholarship (N = 7), participants in IPE Journal Club (N = 30), and registrants to Educators Salons to date (N = 593)¹ in July 2022.
- We received 88 responses

General Impacts of WHEA Programming

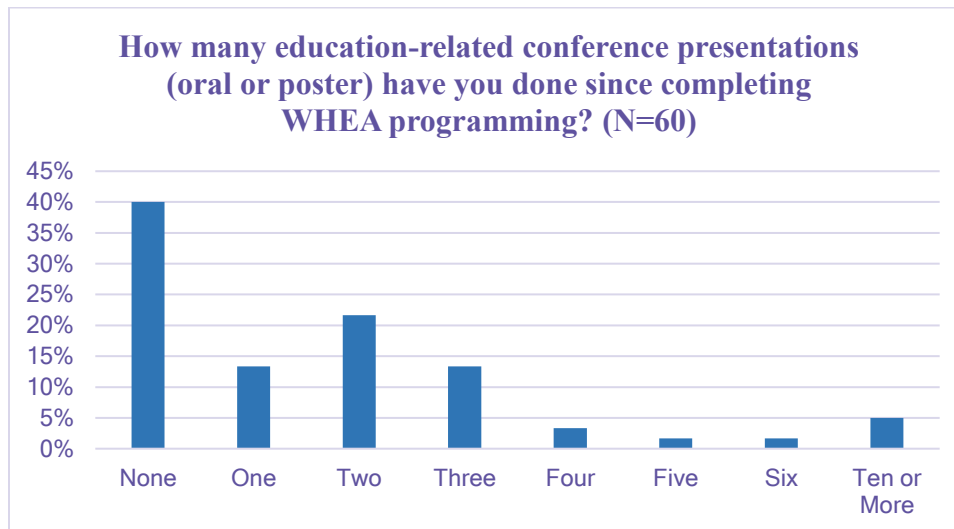


I believe that WHEA Programming has increased the status of educators at the Woodruff Health Sciences Center.	Count	Percentage
Neutral	10	12%
Agree	39	45%
Strongly agree	37	43%
Grand Total	86	100%

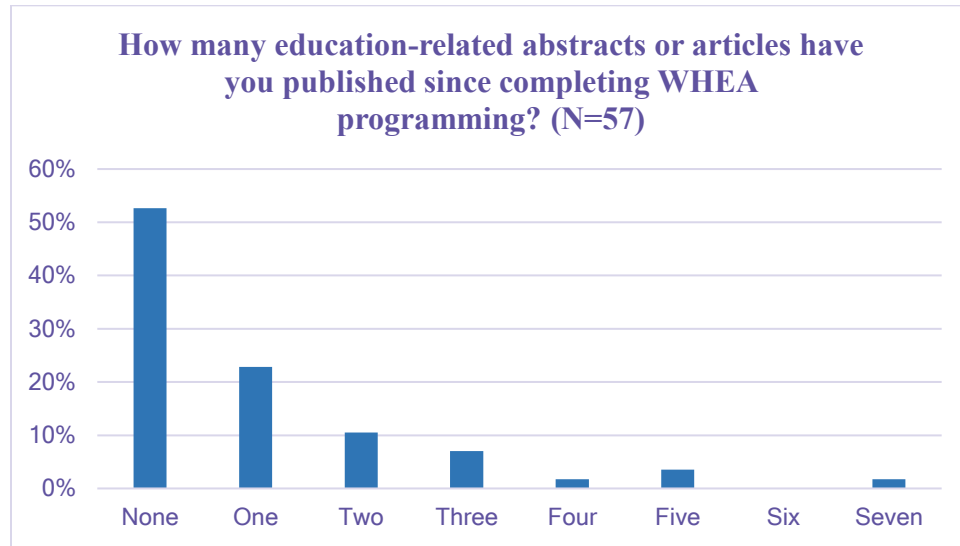
¹ NOTE: There were overlaps between Educators Salon registrants and participants who are currently completing other WHEA programming



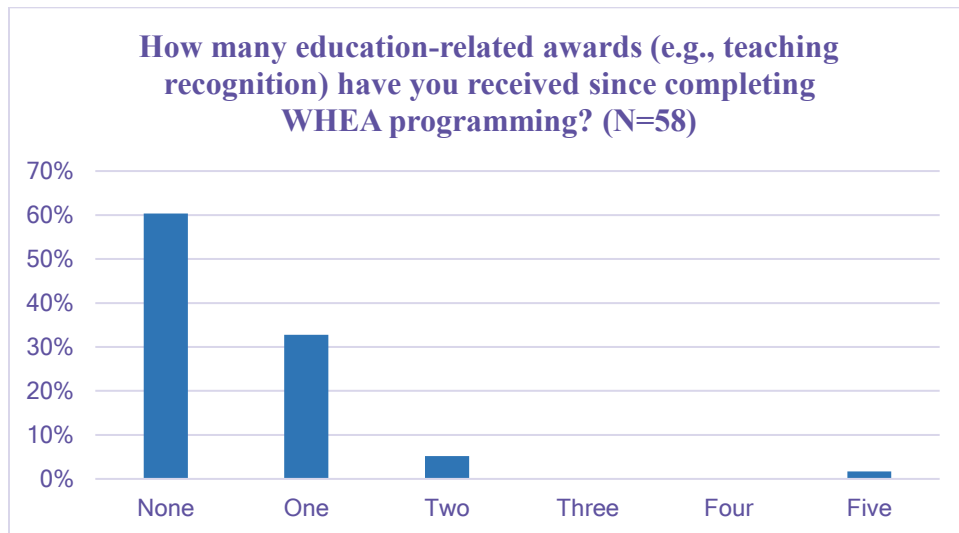
How many new education-related leadership positions have you taken on since completing WHEA programming?	Count	Percentage
None	22	42%
One	26	49%
Two	3	6%
Three or More	2	4%
Grand Total	53	100%



How many education-related conference presentations (oral or poster) have you done since completing WHEA programming?	Count	Percentage
None	24	40%
One	8	13%
Two	13	22%
Three	8	13%
Four	2	3%
Five	1	2%
Six	1	2%
Ten or More	3	5%
Grand Total	60	100%

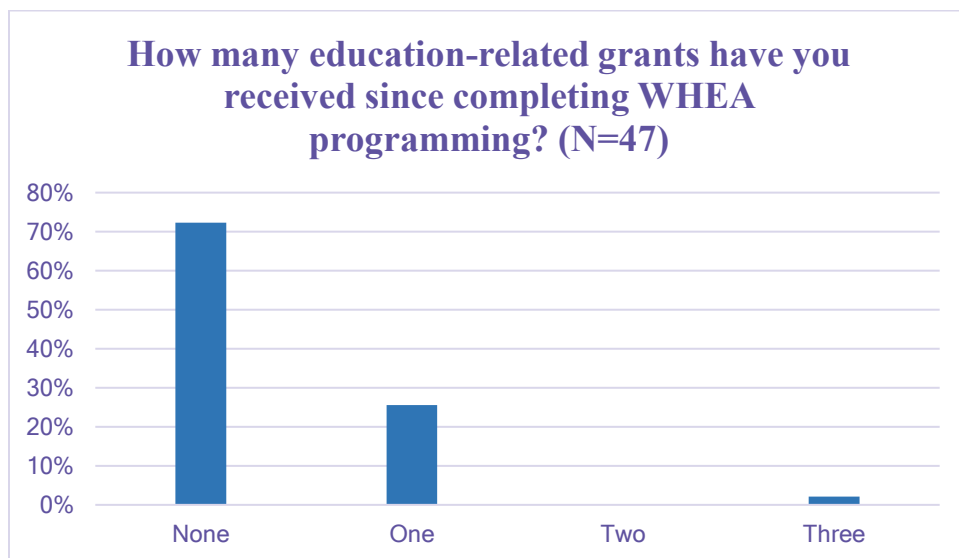


How many education-related abstracts or articles have you published since completing WHEA programming?	Count	Percentage
None	30	53%
One	13	23%
Two	6	11%
Three	4	7%
Four	1	2%
Five	2	4%
Six	0	0%
Seven	1	2%
Grand Total	57	100%



How many education-related awards (e.g., teaching recognition) have you received since completing WHEA programming?

	Count	Percentage
None	35	60%
One	19	33%
Two	3	5%
Three	0	0%
Four	0	0%
Five	1	2%
Grand Total	58	100%

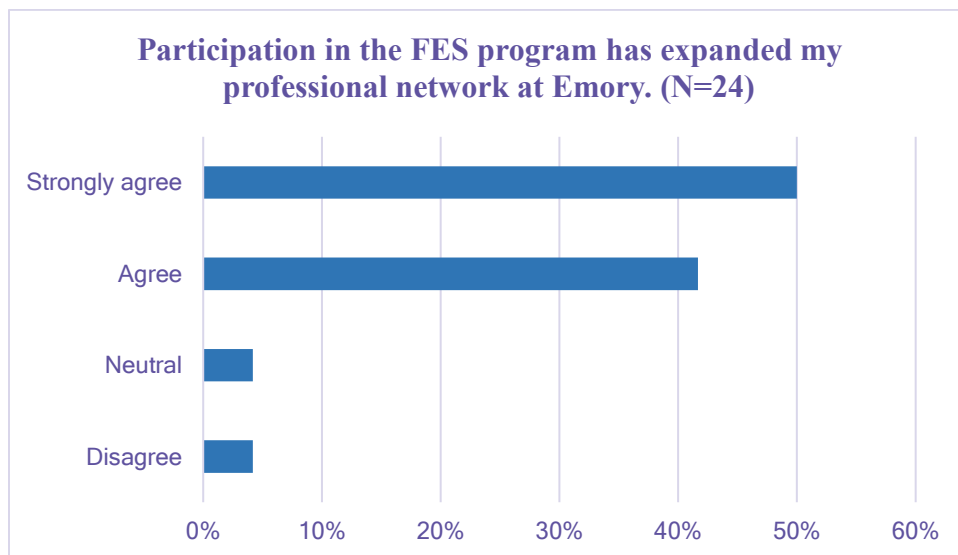
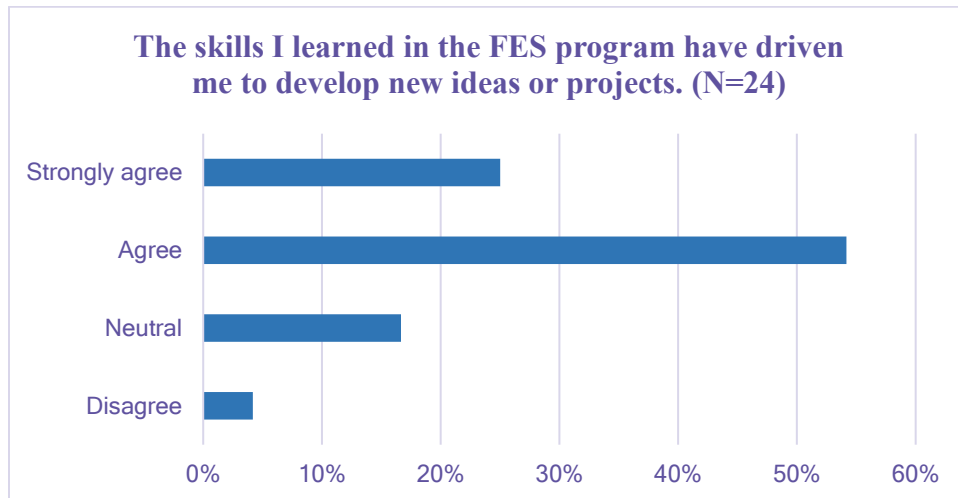
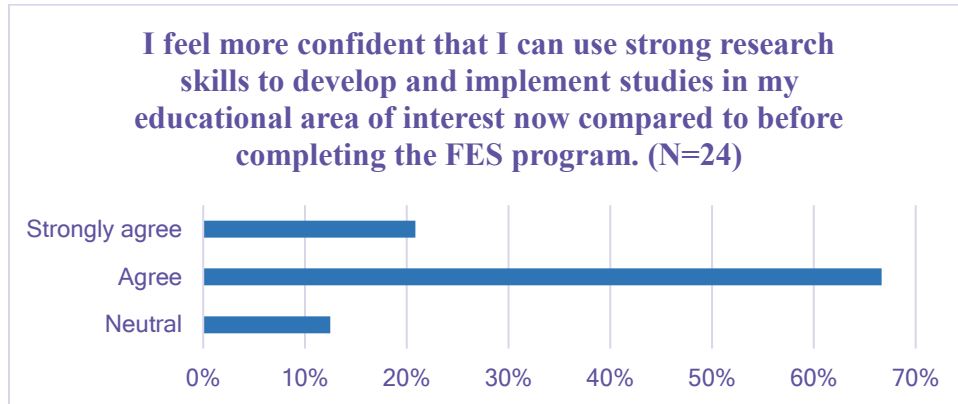


How many education-related grants have you received since completing WHEA programming?

	Count	Percentage
None	34	72%
One	12	26%
Two	0	0%
Three	1	2%
Grand Total	47	100%

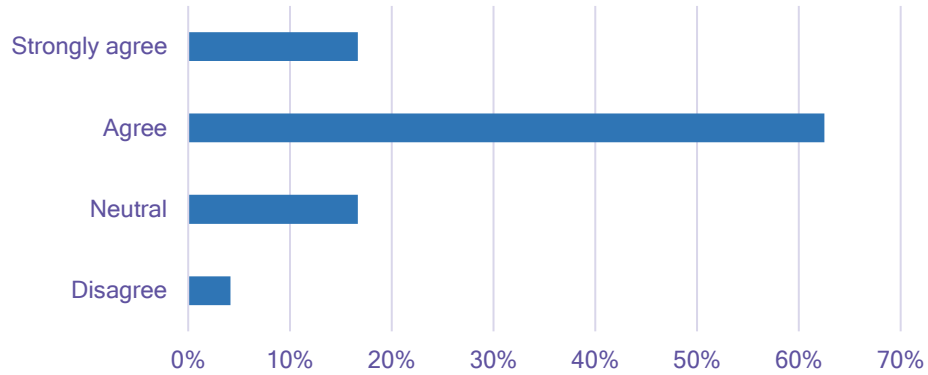
Outcomes by Program²

- Fellowship in Educational Scholarship (N = 24)

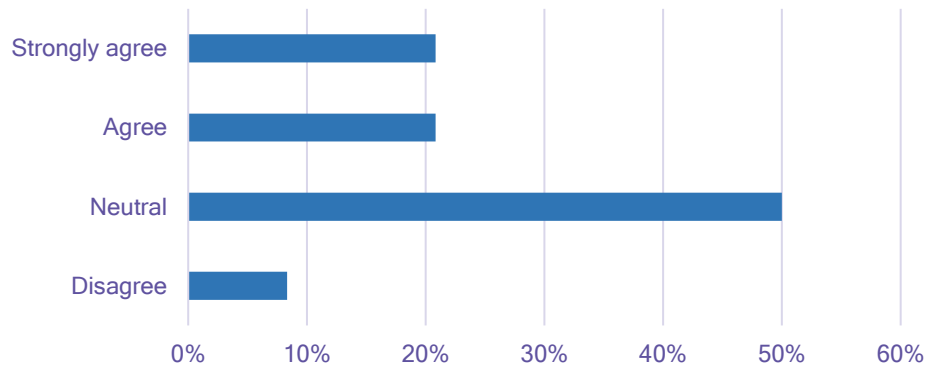


² NOTE: There were overlaps between Educators Salon registrants and participants who are currently completing other WHEA programming

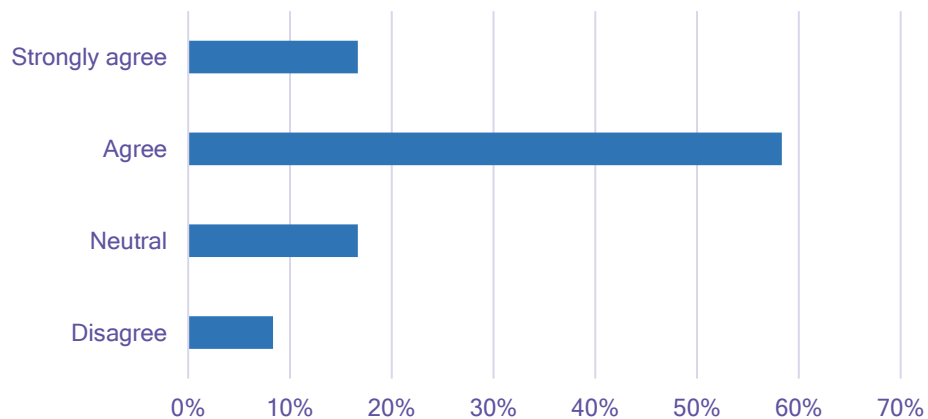
I have had a chance to apply concepts from the FES program to new educational opportunities. (N=24)



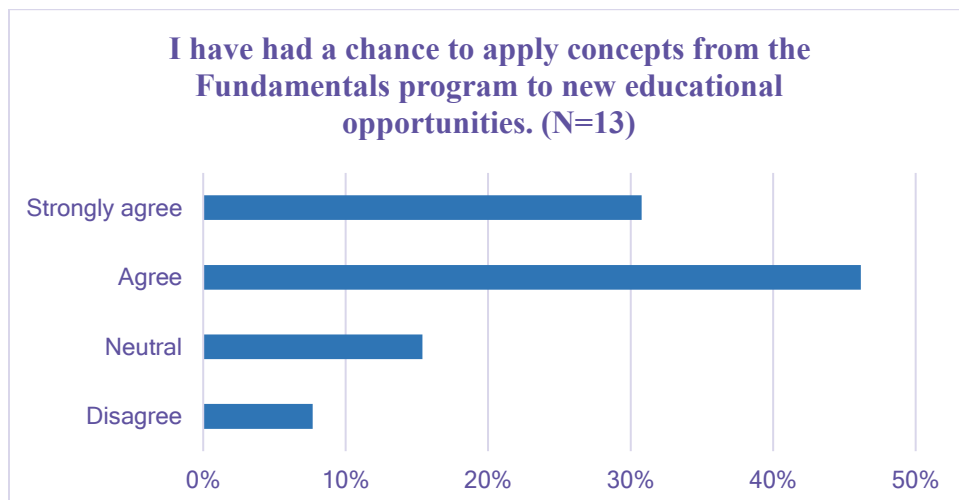
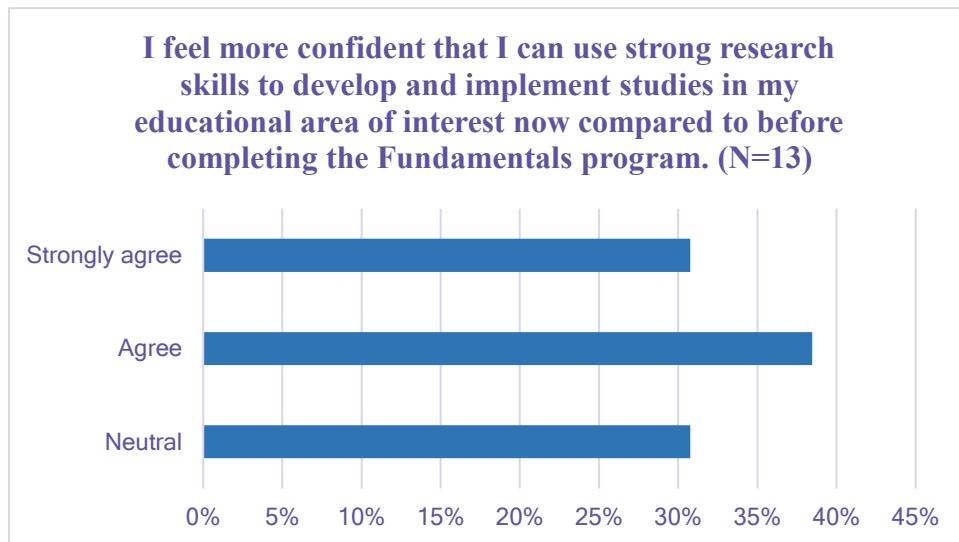
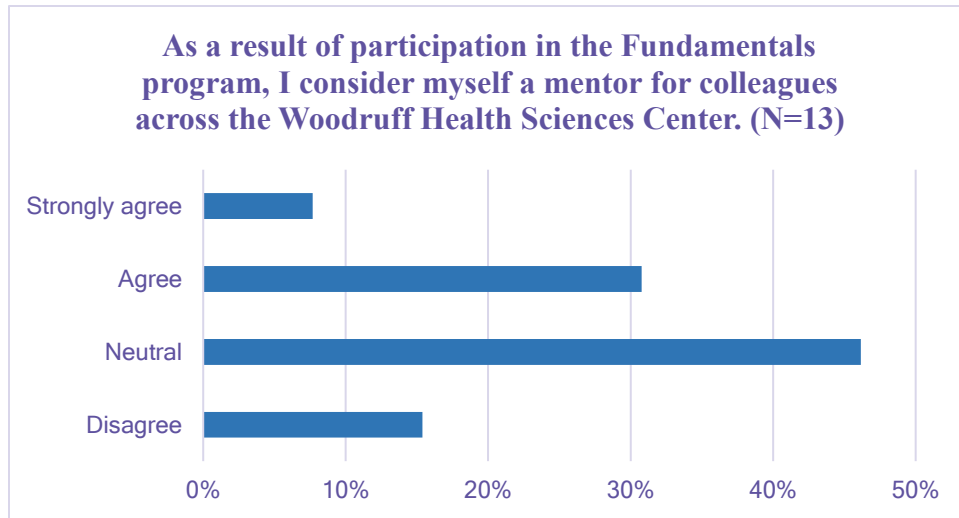
As a result of participation in the FES program, I consider myself a mentor for colleagues across the Woodruff Health Sciences Center. (N=24)



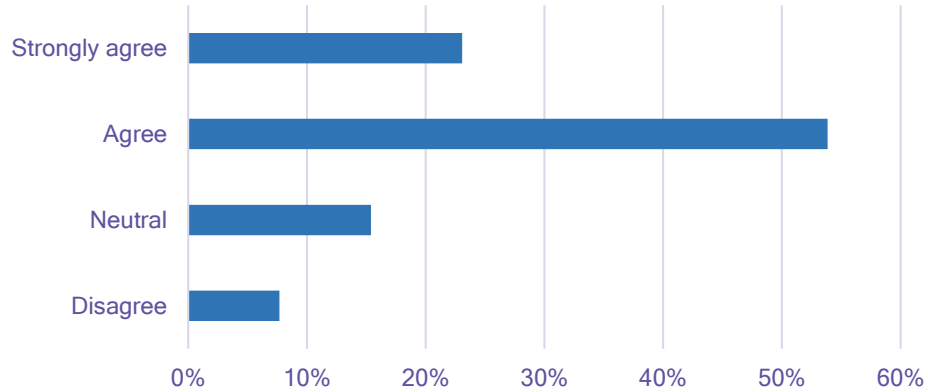
The FES Program has had a positive influence on my career trajectory. (N=24)



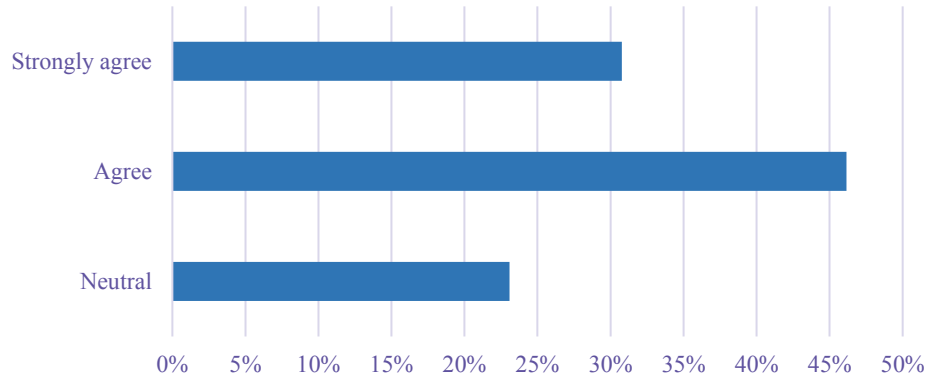
- Fundamentals of Educational Scholarship (N = 13)



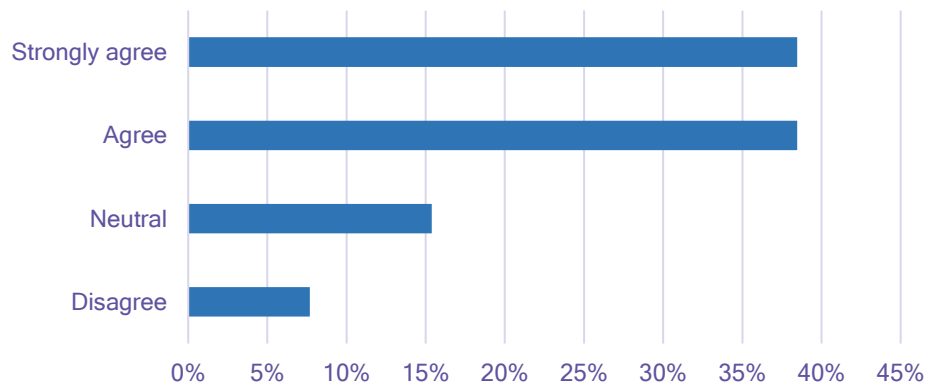
The skills I learned in the Fundamentals program have driven me to develop new ideas or projects. (N=13)



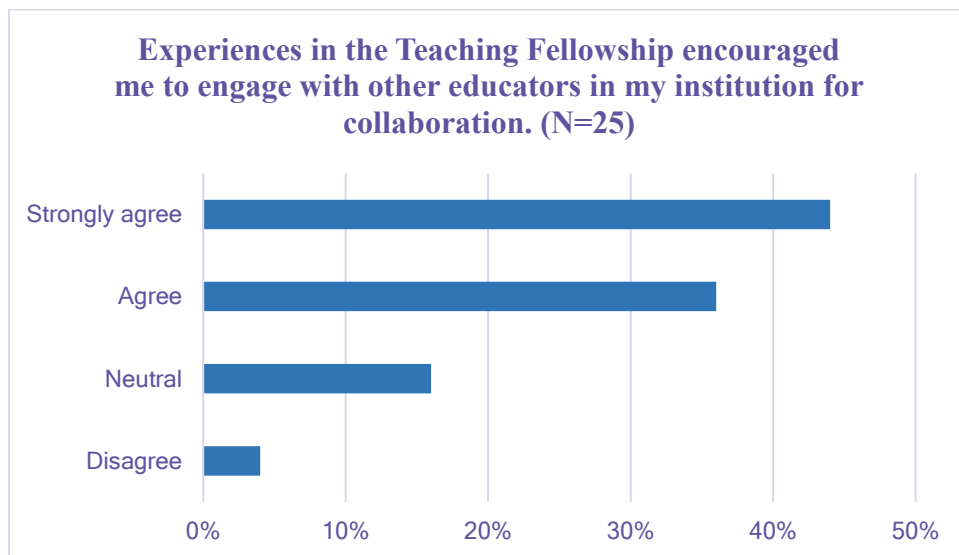
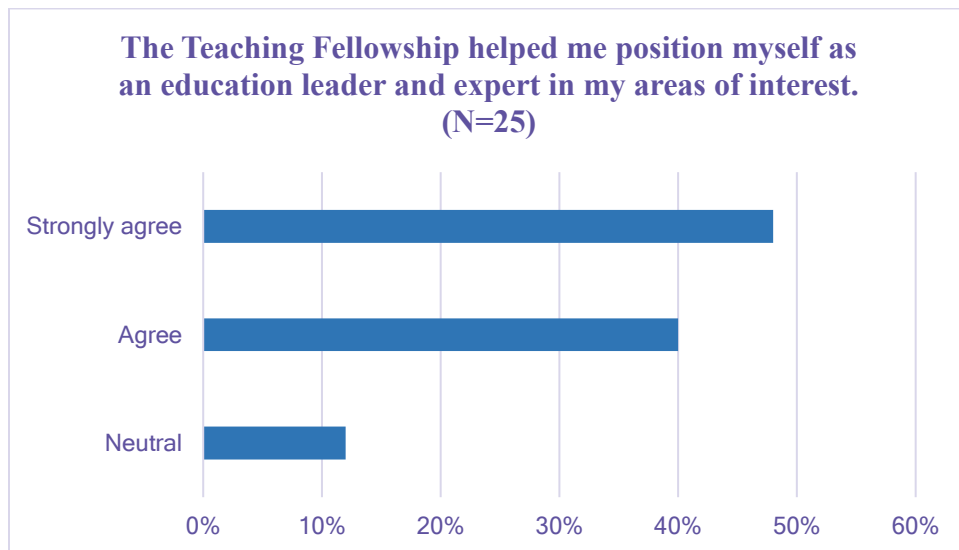
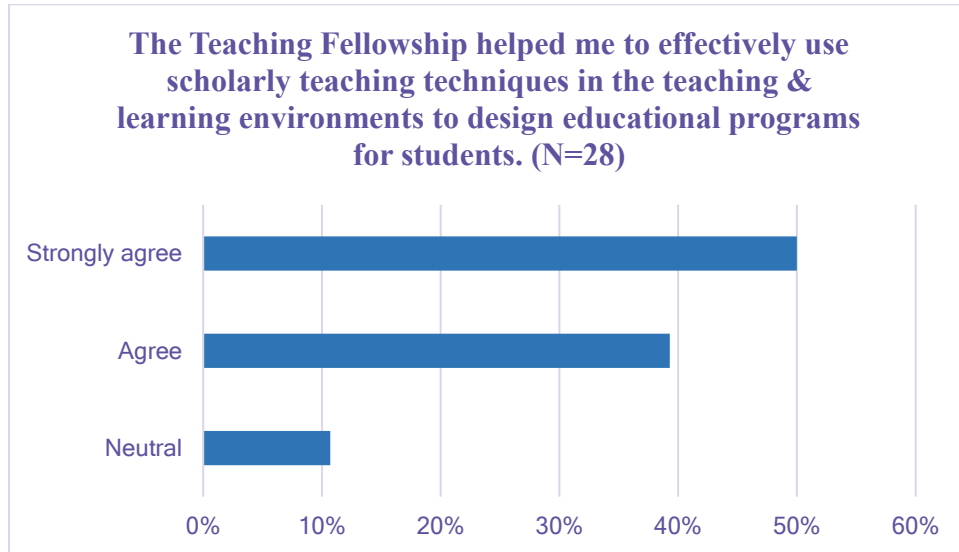
Participation in the Fundamentals program has expanded my professional network at Emory. (N=13)

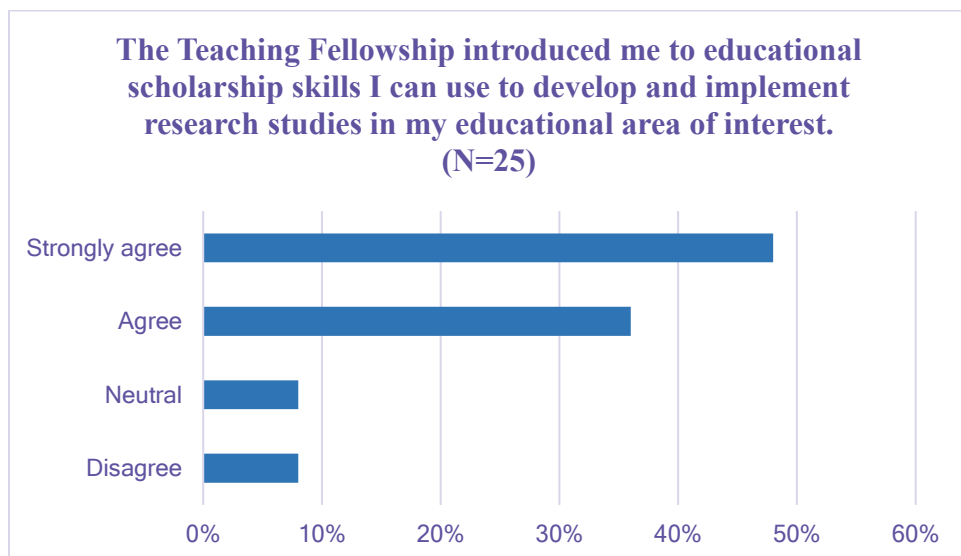
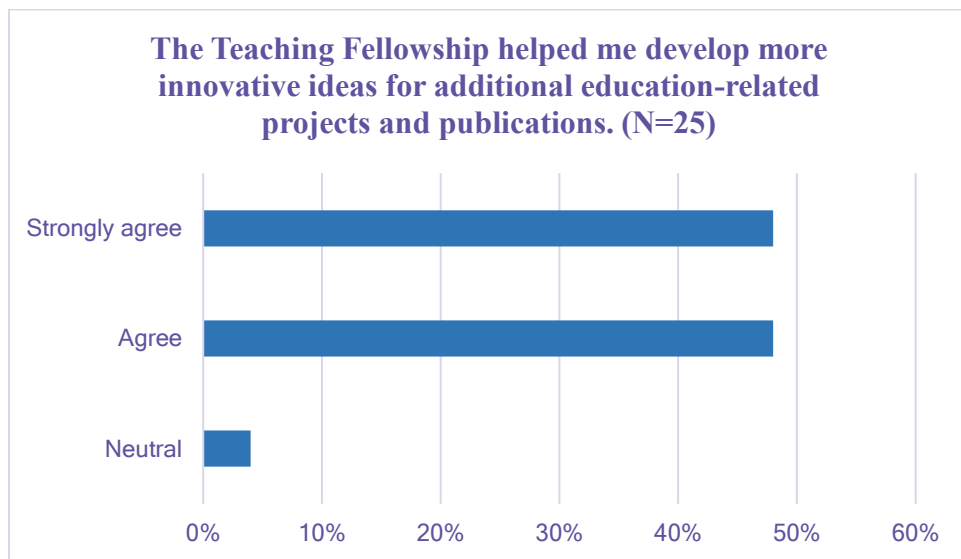
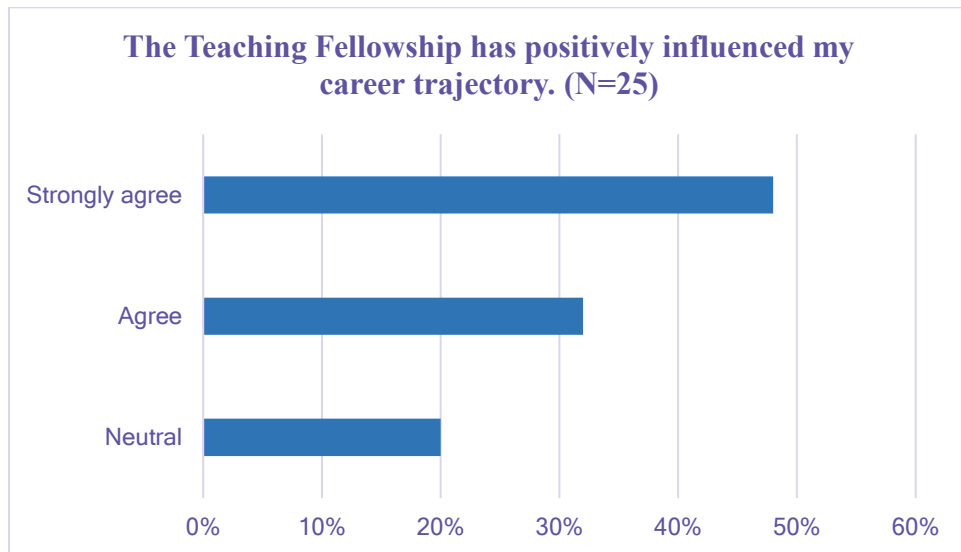


The Fundamentals Program has had a positive influence on my career trajectory. (N=13)

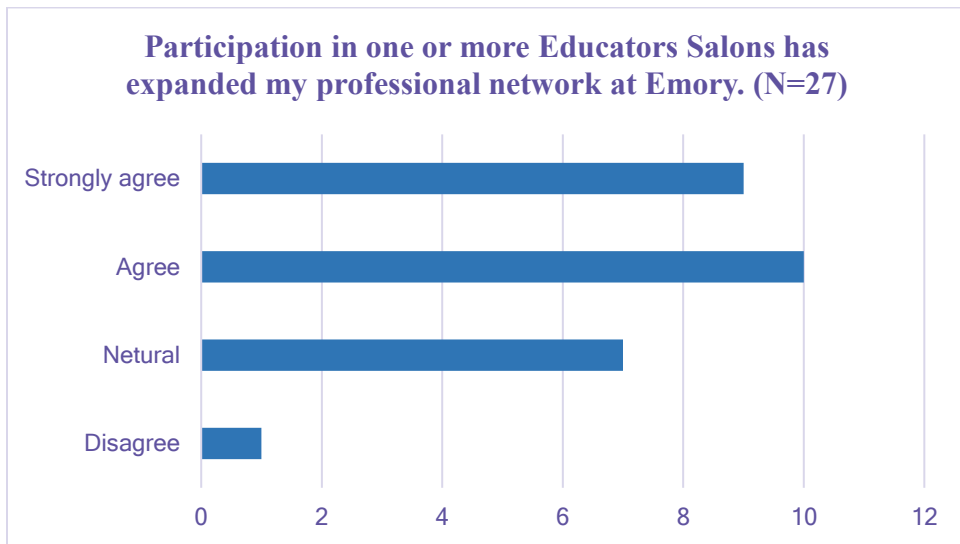
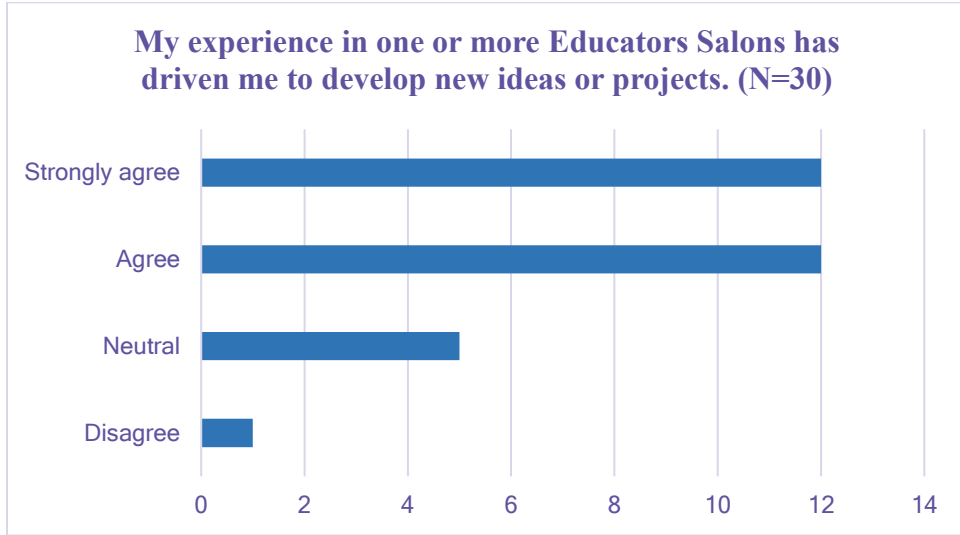


- Teaching Fellowship

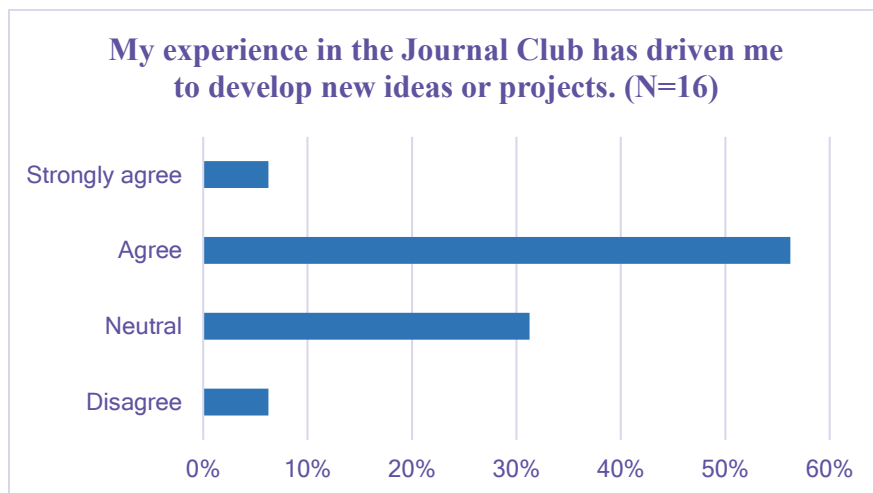


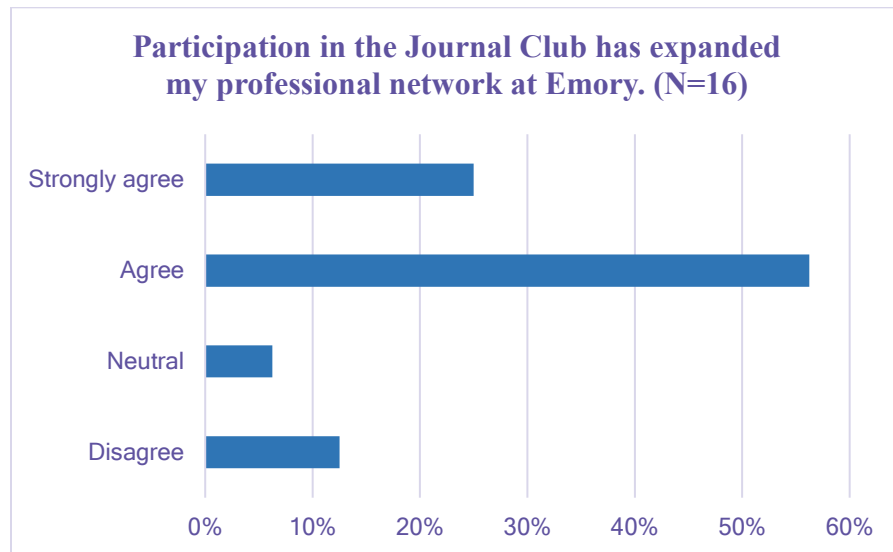


- Educators Salon (N = 30)



- Interprofessional Journal Club





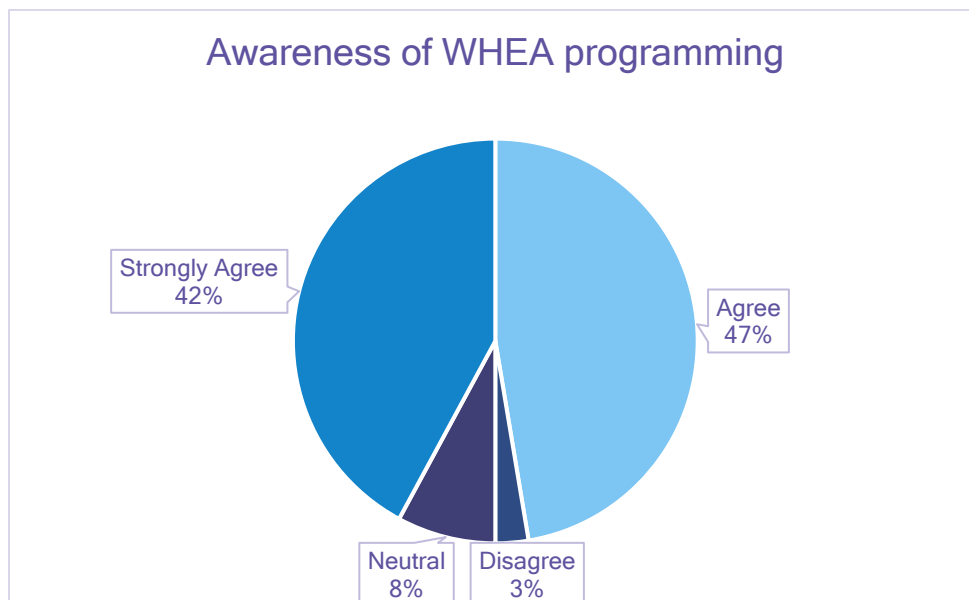
IMPACT SURVEY RESULTS (EDUCATION LEADERS)

Methods

- The purpose of this survey was to get Woodruff Health Sciences Center education leaders' perceptions of the impact of WHEA programming to date.
- The survey went out to Deans and Education Leaders from Schools of Medicine, Nursing, and Public Health (N = 35), and participants' sponsors (N = 96) for the Educational Scholarship and Teaching fellowships in July 2022.
- We received 38 responses

Findings

- I am aware of Woodruff Health Educators Academy (WHEA) and its programs (N = 38; 30% response rate)



Aware of WHEA programming	Count	%
Disagree	1	3%
Neutral	3	8%
Agree	18	47%
Strongly Agree	16	42%
Grand Total	38	100%

- WHEA Programming impact (organized by responses to Awareness of WHEA programming):

	Disagree (n =1)			Neutral (n = 3)			Agree (n = 18)			Strongly Agree (n = 16)		
	Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure
Visibility of educational mission	0%	3%	0%	0%	3%	5%	32%	8%	8%	37%	0%	5%
Educator career development	0%	3%	0%	0%	3%	5%	34%	3%	11%	39%	0%	3%
Improving status of educators within the health sciences center	0%	3%	0%	0%	3%	5%	21%	3%	24%	18%	5%	18%
Curriculum innovation	0%	3%	0%	0%	3%	5%	24%	11%	13%	26%	0%	16%
Educational scholarship	0%	3%	0%	3%	3%	3%	32%	5%	11%	37%	0%	5%
Community building	0%	3%	0%	0%	3%	5%	24%	8%	16%	34%	3%	5%
Enhancing reputation of WHSC outside of Emory	0%	3%	0%	3%	3%	3%	32%	5%	11%	37%	0%	5%

- Summary of Comments - Perceived Impacts [20 responses] & Additional Comments [15 responses] (See Appendix E for all comments)

Comments from educational leaders across WHSC fell into four broad categories:

1. The impact of WHEA's presence: Positive comments stated that having WHEA as a visible entity endorses the importance of the education mission to WHSC and increases its visibility. Other comments note that while WHEA emails are broadly distributed there are potentially many educators who do not participate because they do not see any benefit to their careers, and it is unclear how WHEA programs are connected to other ongoing education initiatives across WHSC (specifically the SOM curriculum redesign).

2. The impact of WHEA on individuals who participate in programming: Positive comments include the support for the development of educational expertise, documentation of innovations on participants' CVs, and one person noted that a participant got a grant based on work done in a WHEA program. Other comments stated that the incentives for participating are not clear, it isn't clear how participation supports career advancement, and that it is hard for some educators to free up time to participate. There were also two comments stating that there should be more opportunities for participants to disseminate their work and more community awareness of work that has been presented, published, etc.

3. The impact of WHEA on the community of educators at WHSC: Comments noted that WHEA helps connect educators across WHSC and that networking can lead to more collaboration, as well as noting that it allows educators at all levels to connect with experts in the field. There was a suggestion to do even more of this.

4. Impact of WHEA on educational programs at WHSC: Two individuals noted that ideas from WHEA programs were brought back to their settings and used to improve their educational programs.

Appendix A: Fellowship in Educational Scholarship

Overview

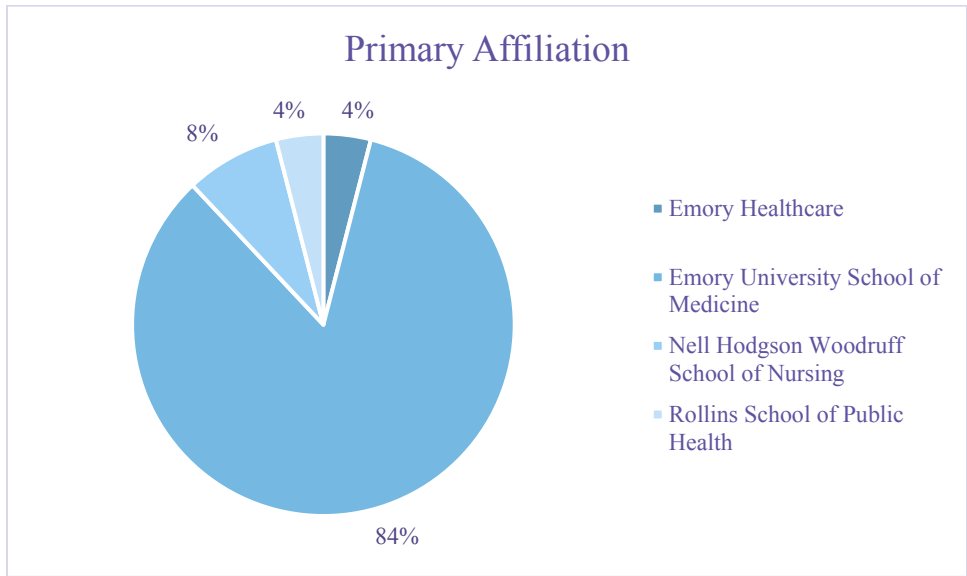
- **Description:** This fellowship is an 18-month program for health science educators who want to develop skills in educational research and scholarship. This longitudinal certificate program is for all health professions educators and consists of nine expert-led workshops to develop educational research skills coupled with a mentored scholarly project to be conducted in the participants' authentic education settings. Participants are placed in 4-5-person project groups with two facilitators to support their project development as well as to allow networking among fellows from different health professions and work units. Upon completion, fellows receive a Medical Education Research Certificate from the Association of American Medical Colleges. Fellows can receive up to 27 CME/CNE credits for participation in this program.

This regularly scheduled series is approved for 27 AMA PRA Category 1 Credit(s)[™]

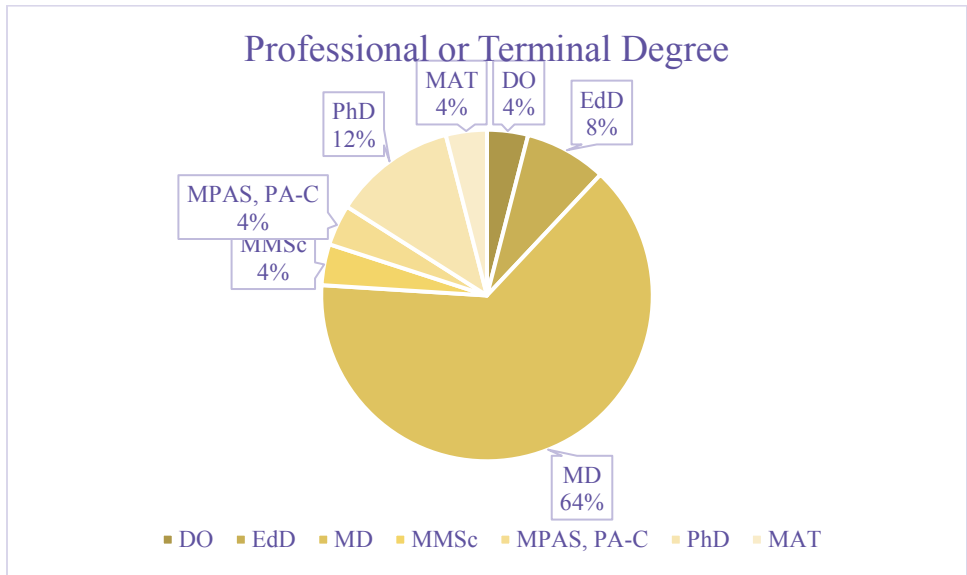
- **Objectives:** After completing the WHEA Fellowship in Educational Scholarship, participants will be able to:
 - Use strong research skills to develop and implement research studies in their educational area of interest
 - Analyze outcomes of educational activities and submit them to local, regional, and/or national meetings for presentation and/or publication
 - Position themselves to become education leaders and experts in their areas of interest
 - Interact across schools and sites to serve as the foundation for the continued development of interprofessional educational expertise in the health sciences at Emory

Cohort 1: 2018 – 2020

- Participant Demographics - 25 fellows began the program; 23 completed



Primary Affiliation	Count	%
Emory Healthcare	1	4%
Emory University School of Medicine	21	84%
Nell Hodgson Woodruff School of Nursing	2	8%
Rollins School of Public Health	1	4%
Grand Total	25	100%



Professional or Terminal Degree	Count	%
DO	1	4%
EdD	2	8%
MD	16	64%
MMSc	1	4%
MPAS, PA-C	1	4%
PhD	3	12%
MAT	1	4%
Grand Total	25	100%

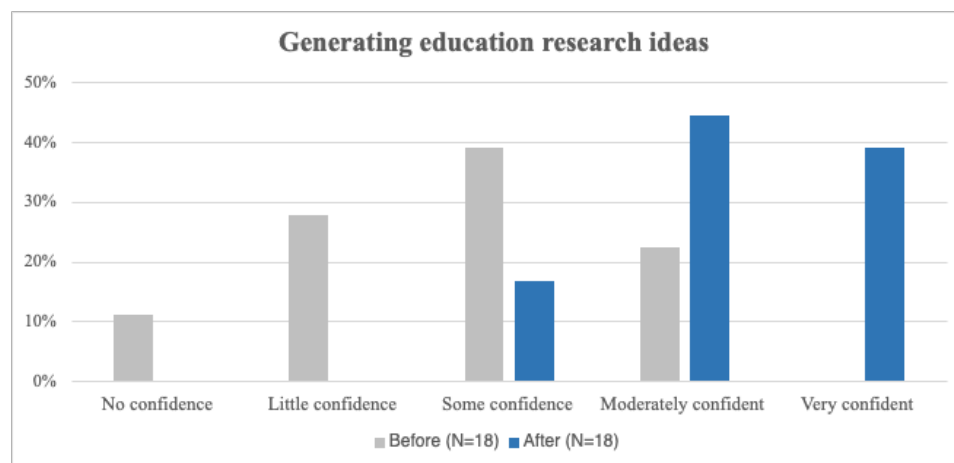
Academic Rank	Count	%
Assistant Professor	17	68%
Associate Professor	4	16%
Instructor	2	8%
Other	1	4%
Professor	1	4%
Grand Total*	25	100%

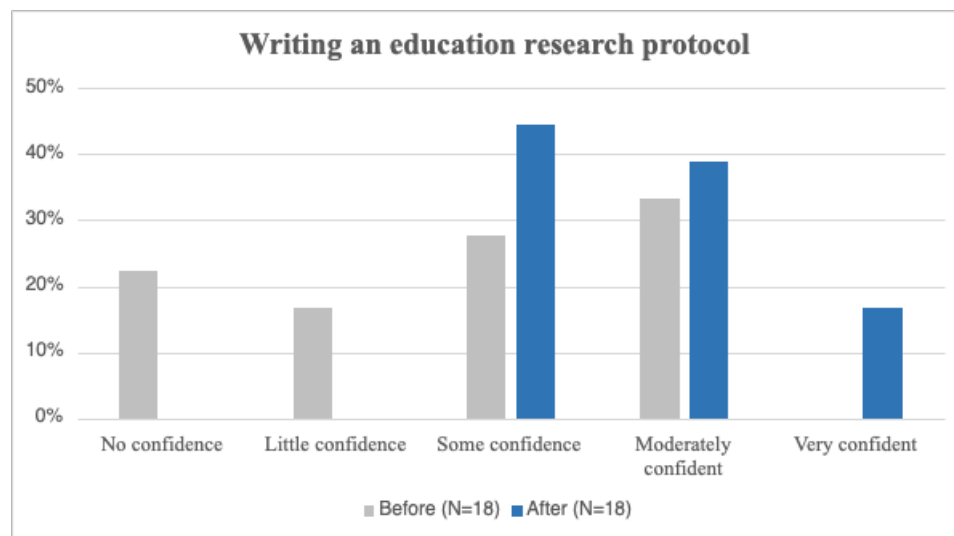
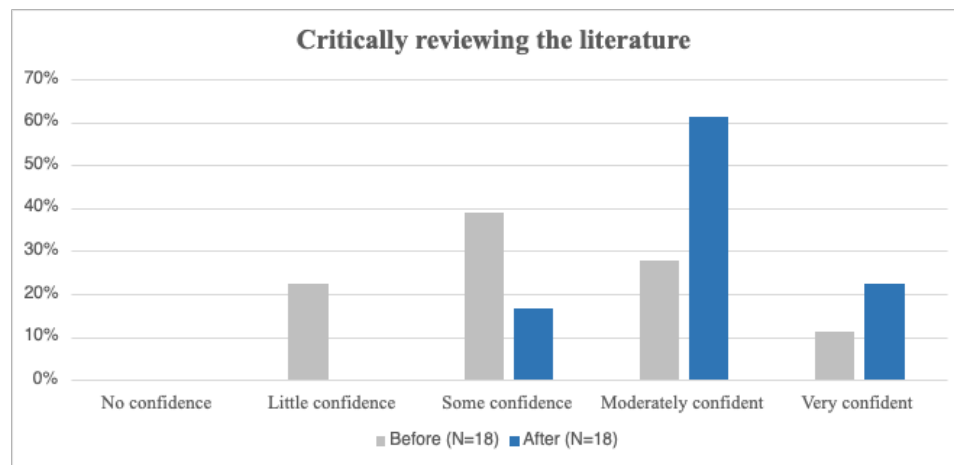
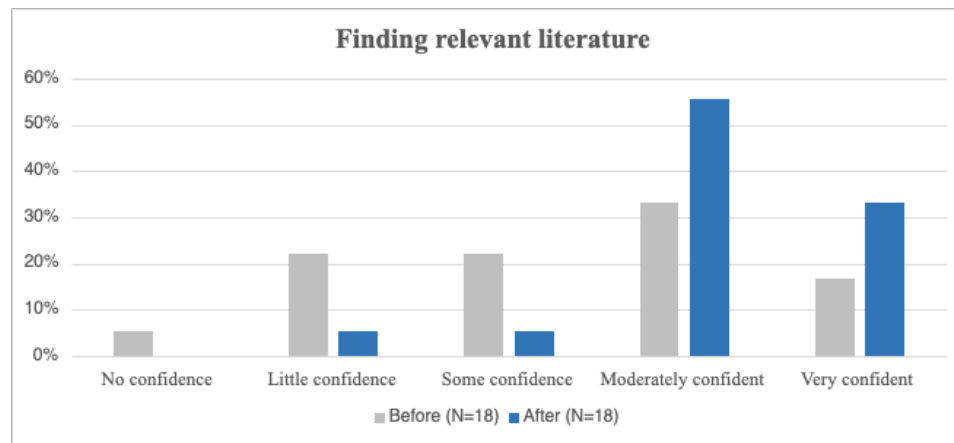
*The grand total only includes participants with an academic rank.

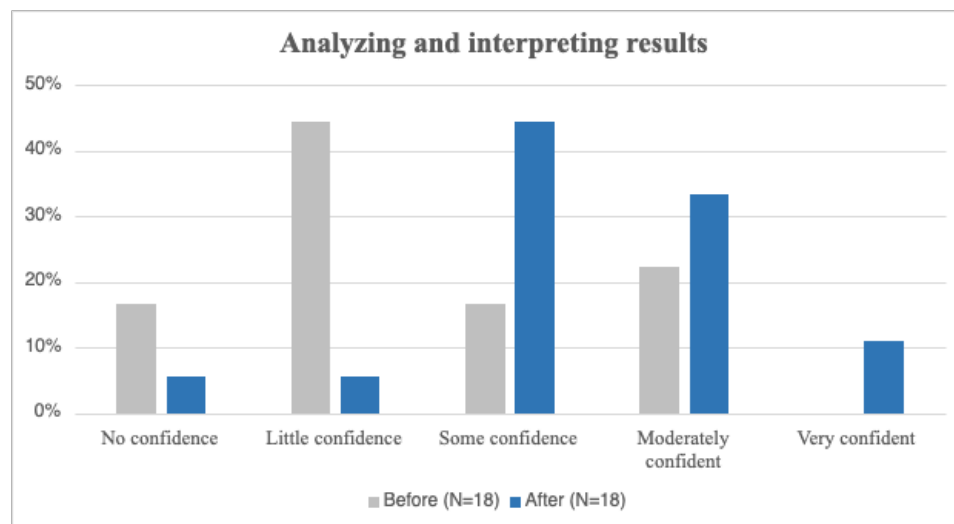
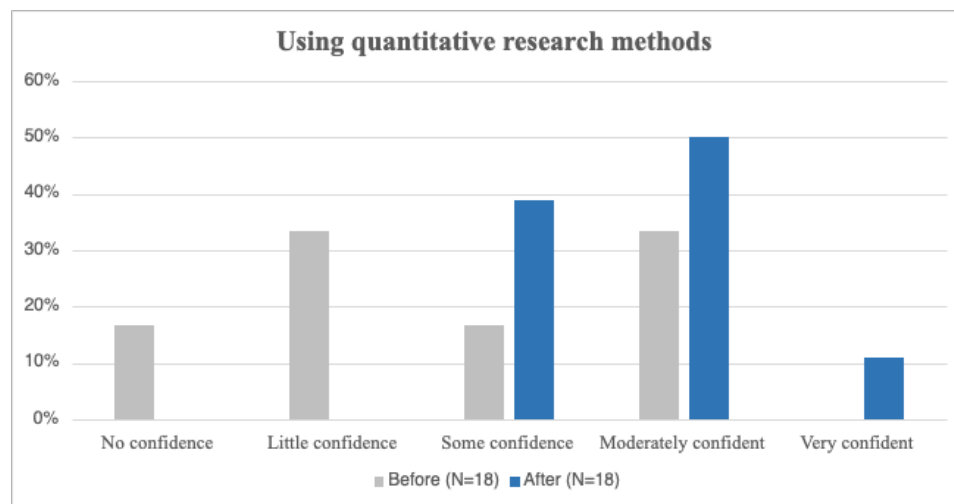
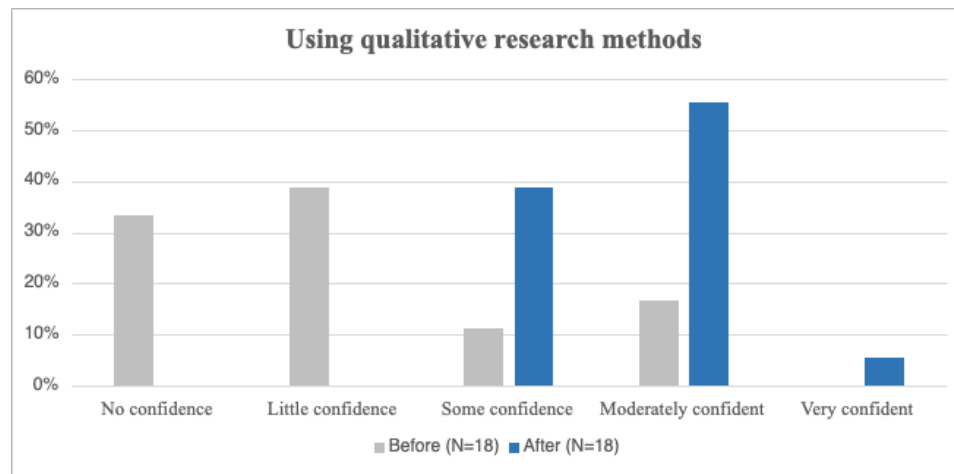
- Surveys Used

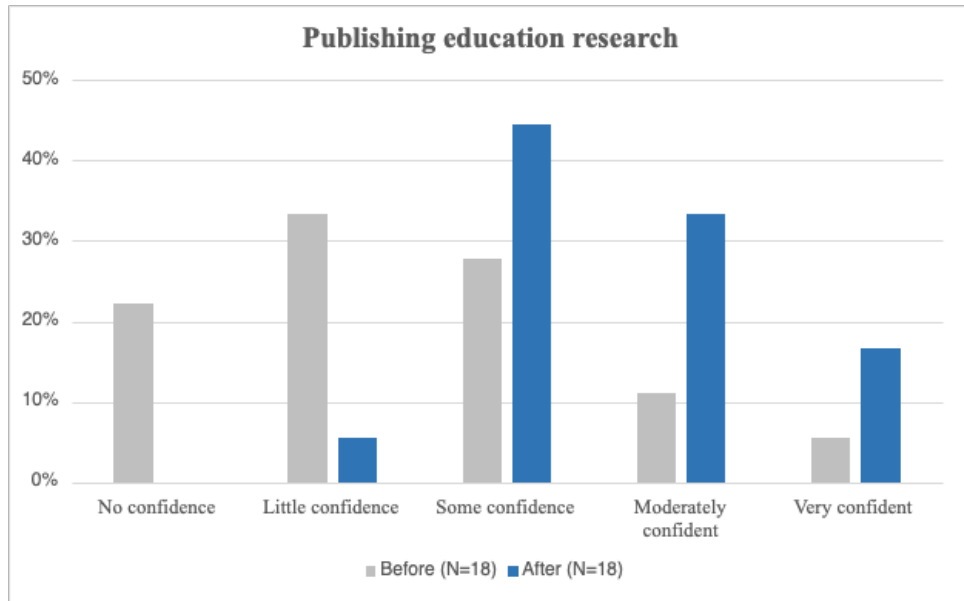
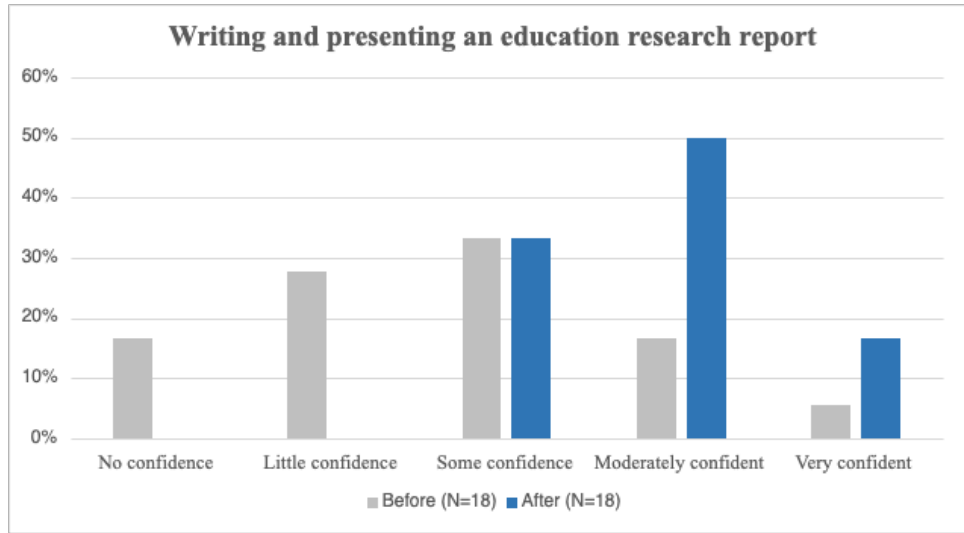
- Six-month follow-up survey (n=18)

Level of confidence in each area before and after FES:



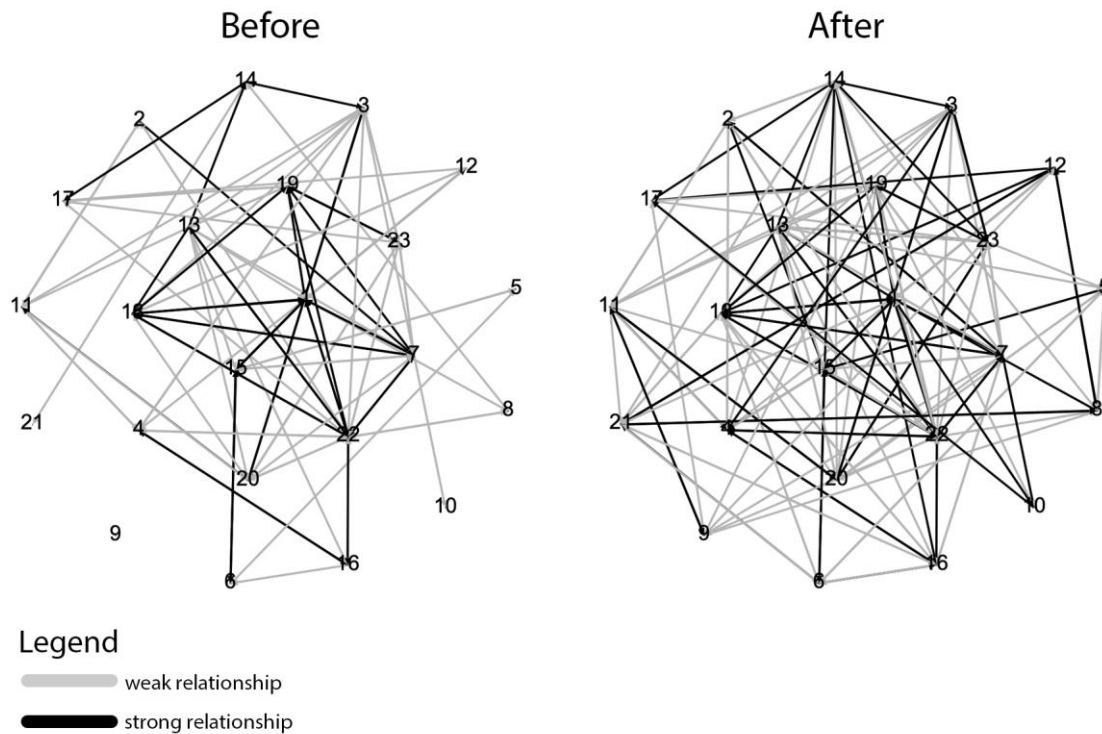






- **Network Mapping Results** The 23 graduates of FES were surveyed to determine how connected they became to each other as a result of participation. The survey was conducted 1 year after completion and fellows indicated to whom they were connected prior to beginning and again at the time of the survey. Resulting maps demonstrate the community building that took place among the fellows.

Network Graphs of Participant Relationships Before and After WHEA FES



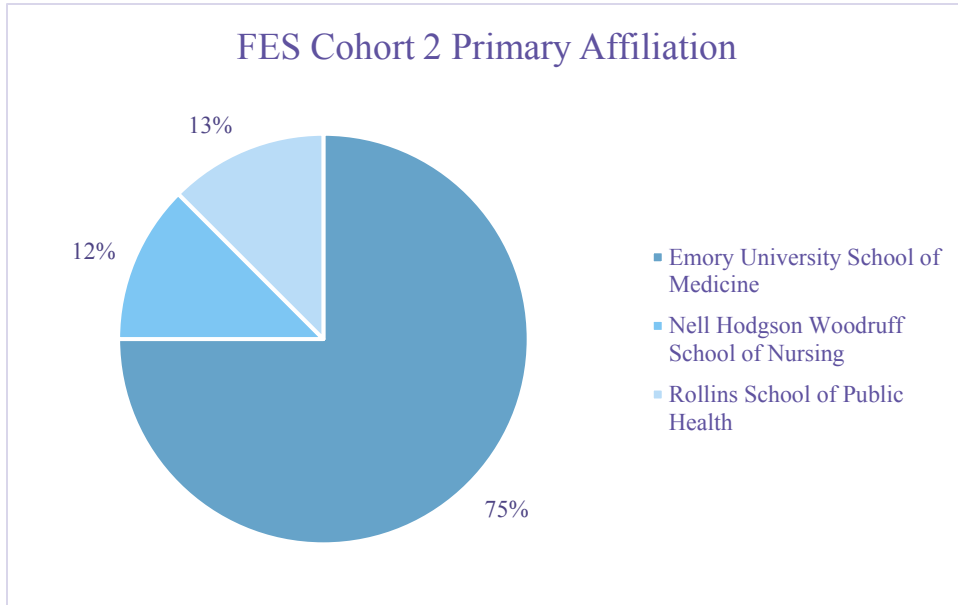
Summary of Findings: Based on the survey results and network mapping, it is evident that participants overall feel more confident in utilizing skills gained from the Fellowship in Educational Scholarship program and applying them in their careers and that they gained valuable experience by conducting their projects. The network mapping shows that they created connections among them that has the potential to confer benefits not only to each individual but also to the health professions education community as a whole.

The areas where fellows felt less confident, “analyzing and interpreting results” and “publishing educational research” are areas that could be improved.

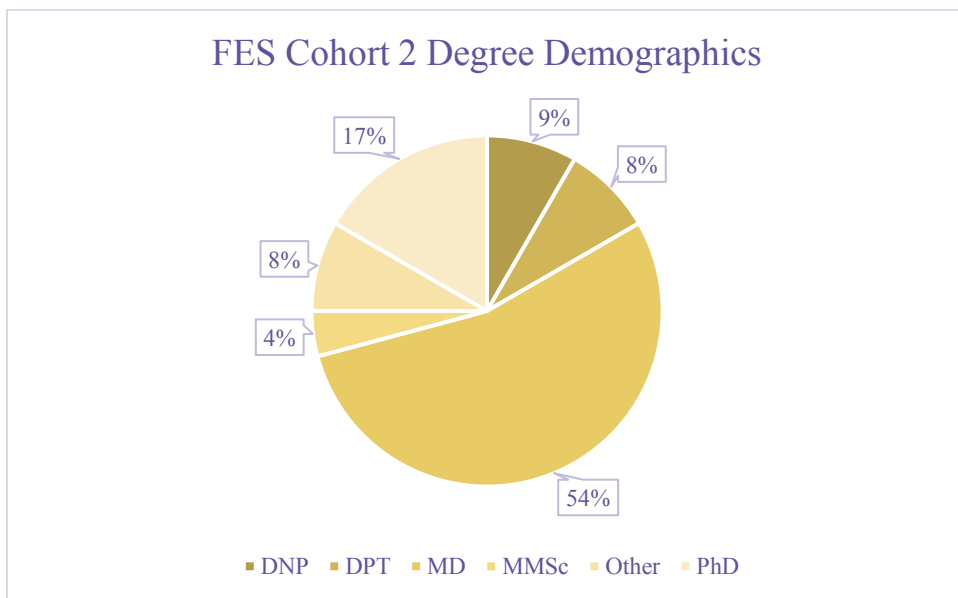
Links to fellows’ project abstracts can be viewed at: [2018 WHEA Fellowship in Educational Scholarship Graduation Booklet](#)

Cohort 2: 2021-2022

- Participant Demographics: 25 fellows began the program; 24 completed



Primary Affiliation	Count	%
Emory University School of Medicine	18	75%
Nell Hodgson Woodruff School of Nursing	3	13%
Rollins School of Public Health	3	13%
Grand Total	24	100%



Professional or Terminal Degree	Count	%
DNP	2	8%
DPT	2	8%
MD	13	54%
MMSc	1	4%
PhD	4	17%
Other	2	8%
Grand Total	24	100%

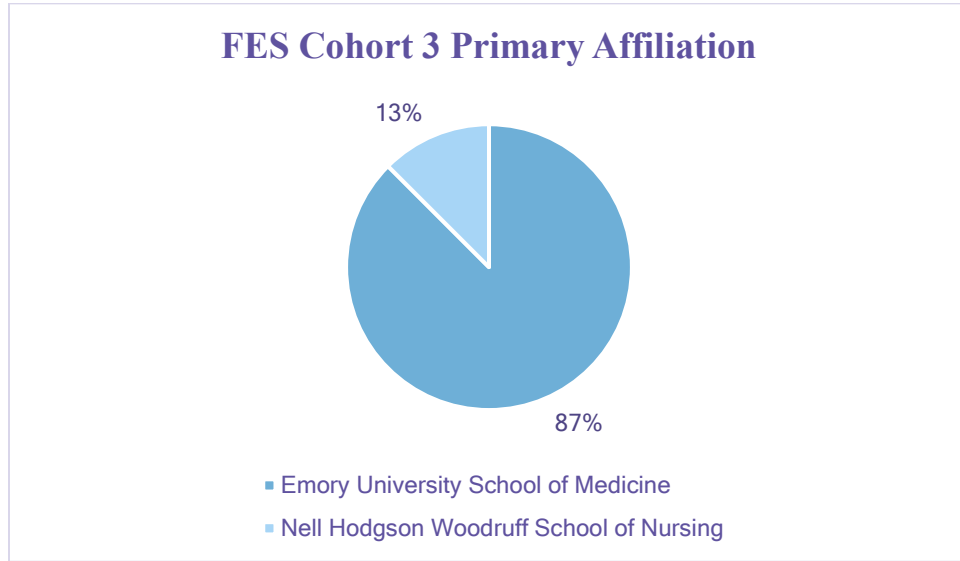
Academic Rank	Count	%
Assistant Professor	12	50%
Associate Professor	2	8%
Assistant Program Director	2	8%
Associate Program Director	4	17%
Other	4	17%
Grand Total	24	100%

*The grand total only includes participants with an academic rank.

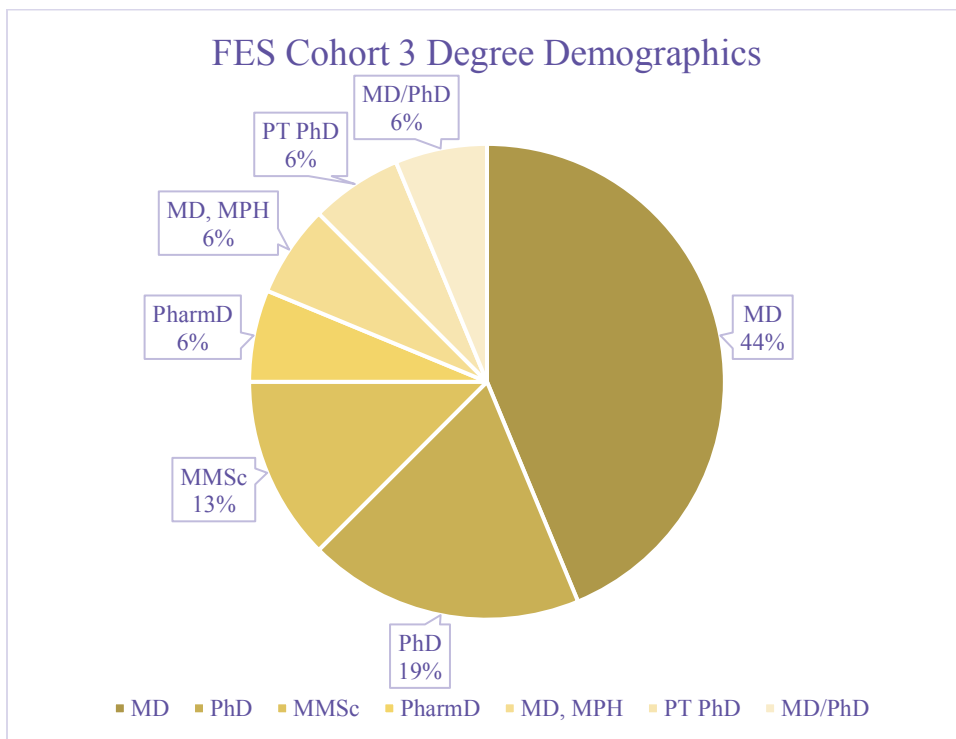
- Surveys Used: to date Cohort 2 has not yet graduated from the program (scheduled September 21, 2022) so outcome data is not yet available.

Cohort 3: 2022-24 Scheduled to begin September 2022

- Participant Demographics:



Primary Affiliation	Count	%
Emory University School of Medicine	14	88%
Nell Hodgson Woodruff School of Nursing	2	13%
Grand Total	16	100%



Professional or Terminal Degree	Count	%
MD	7	44%
PhD	3	19%
MMSc	2	13%
PharmD	1	6%
MD, MPH	1	6%
PT PhD	1	6%
MD/PhD	1	6%
Grand Total	16	100%

Academic Rank	Count	%
Assistant Professor	12	80%
Associate Professor	2	13%
Instructor	1	7%
Grand Total*	15	100%

*The grand total only includes participants with an academic rank.

Appendix B: Teaching Fellowship

Overview

- **Description:** The WHEA Teaching Fellowship (TF) is a 12-month program for health sciences educators who want to advance their teaching skills and offer quality instruction to their learners. The fellowship includes monthly two-hour skills development workshops and monthly online intersession discussion groups. All sessions are organized around three domains: Designing and Planning Learning, Teaching and Facilitating Learning, and Assessing Learning. Upon completion, fellows will be awarded a Certificate of Distinction in Teaching. Graduates will also have the opportunity to teach workshops, as core faculty, to future fellowship cohorts.

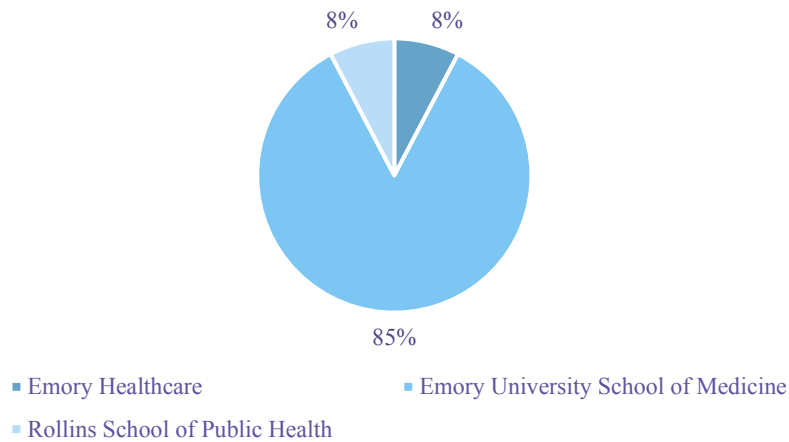
This regularly scheduled series is approved for 33 AMA PRA Category 1 Credit(s)[™]

- **Objectives:** After completing this WHEA Teaching Fellowship, participants will be able to:
 - Design, implement, and evaluate learning experiences
 - Apply key principles of scholarly teaching to the development of a capstone project
 - Position themselves to be teaching experts and mentors for colleagues across the Woodruff Health Sciences Center

Cohort 2019-20

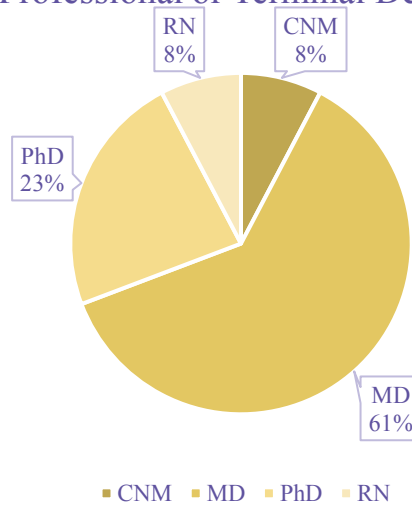
- Participant Demographics (N = 13 started and completed the program)

Primary Affiliation



Primary Affiliation	Count	%
Emory Healthcare	1	8%
Emory University School of Medicine	11	85%
Rollins School of Public Health	1	8%
Grand Total	13	100%

Professional or Terminal Degree

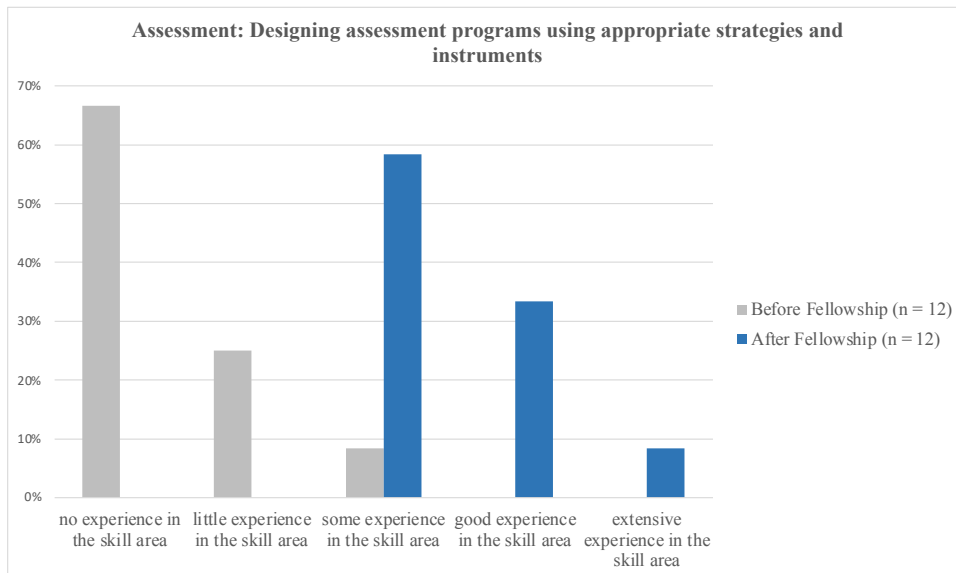
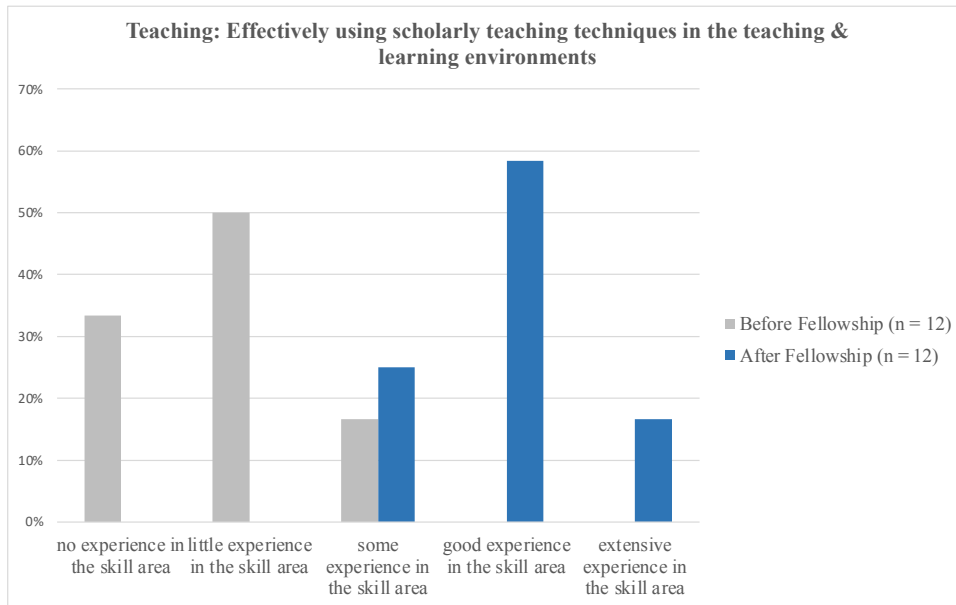


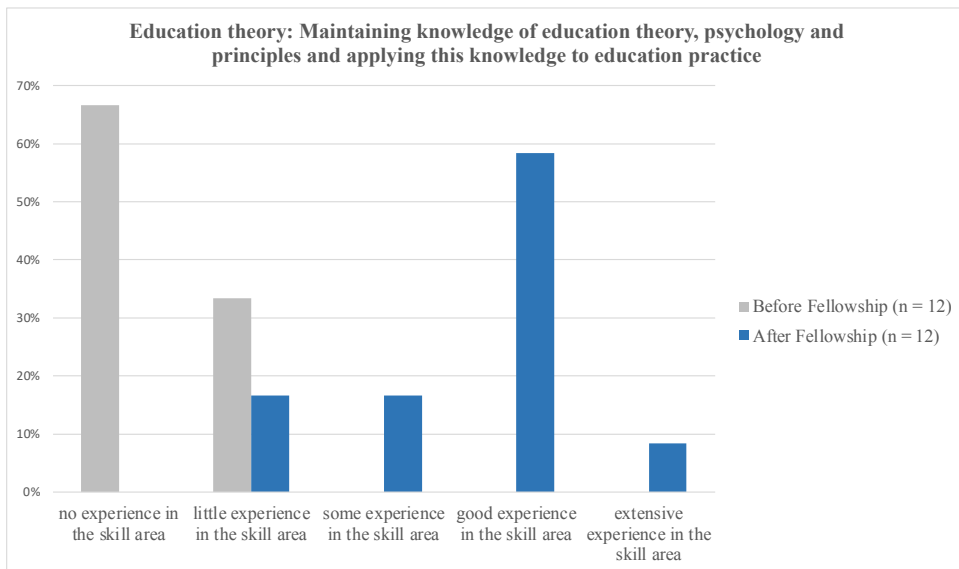
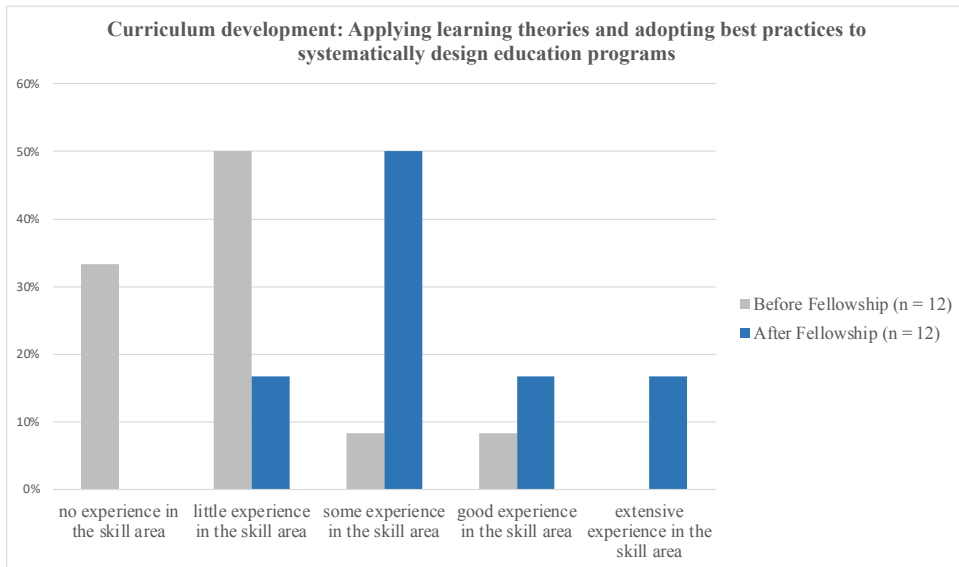
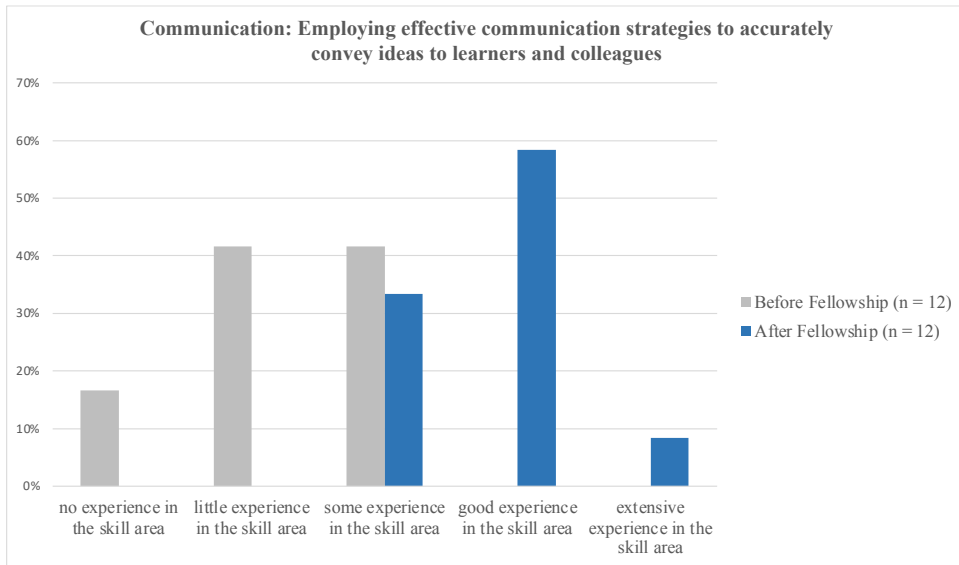
Professional or Terminal Degree	Count	%
CNM	1	8%
MD	8	62%
PhD	3	23%
RN	1	8%
Grand Total	13	100%

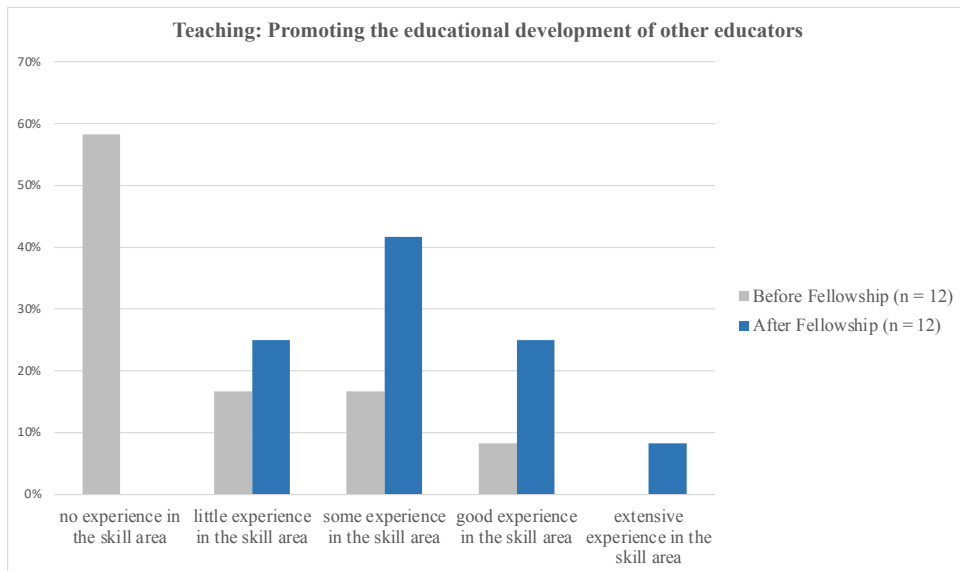
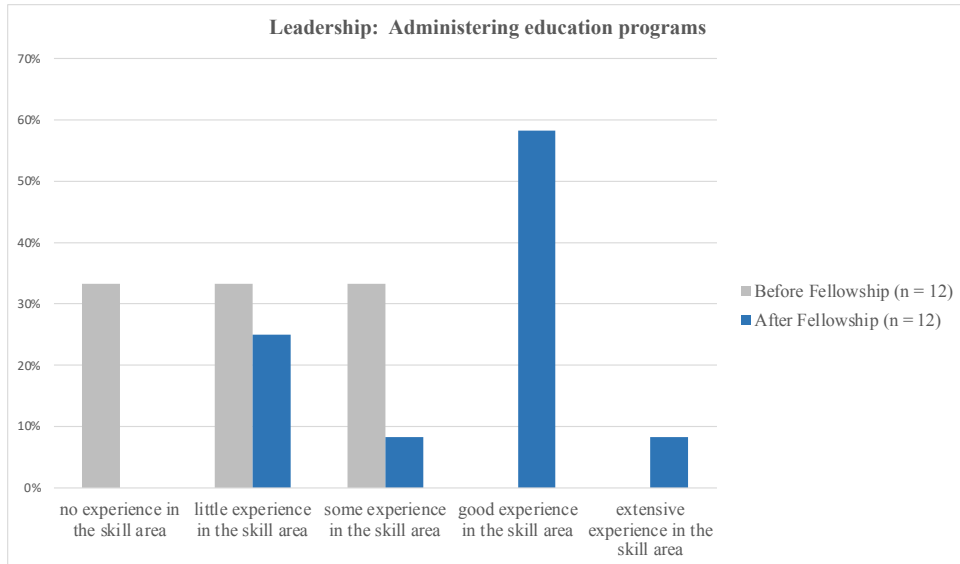
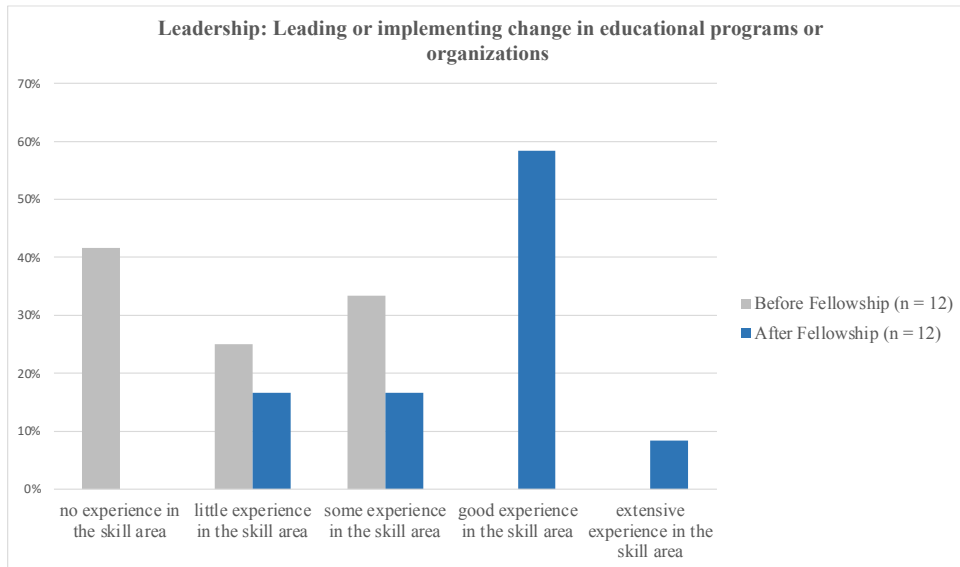
Academic Rank	Count	%
Assistant Professor	11	92%
Instructor	1	8%
Grand Total	12	100%

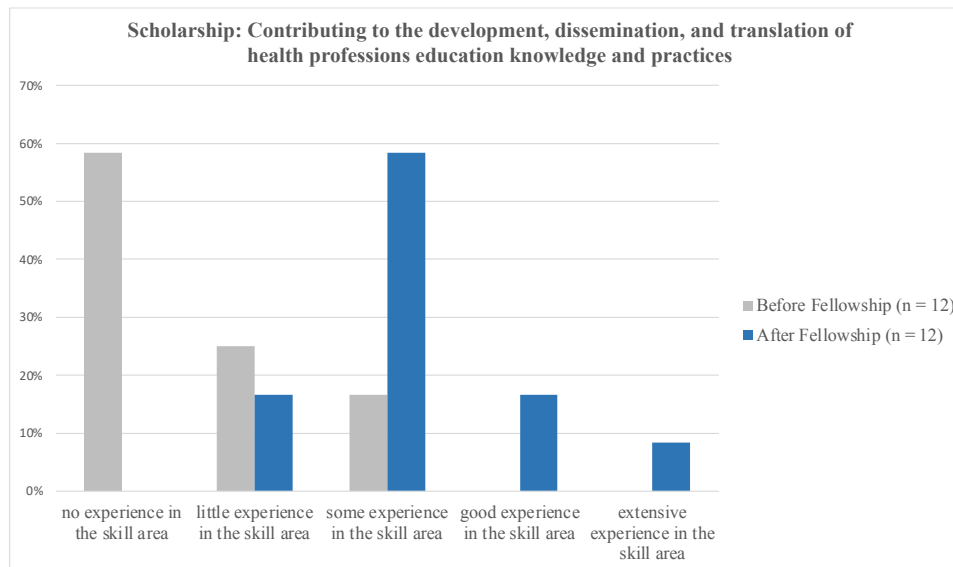
*The grand total only includes participants with an academic rank.

- Surveys Used: Retrospective Pre-Post Exit Survey (n = 12/13; 92% response rate)





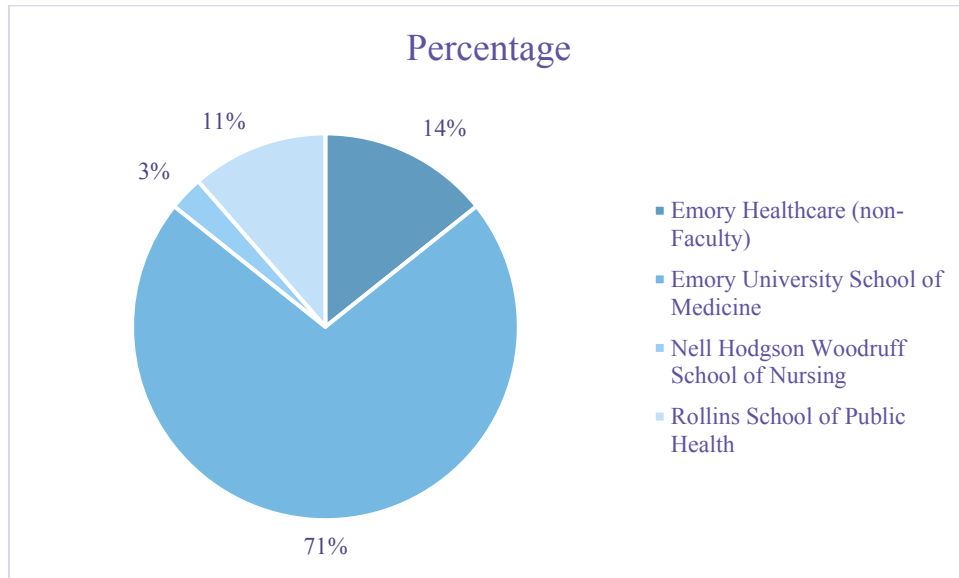




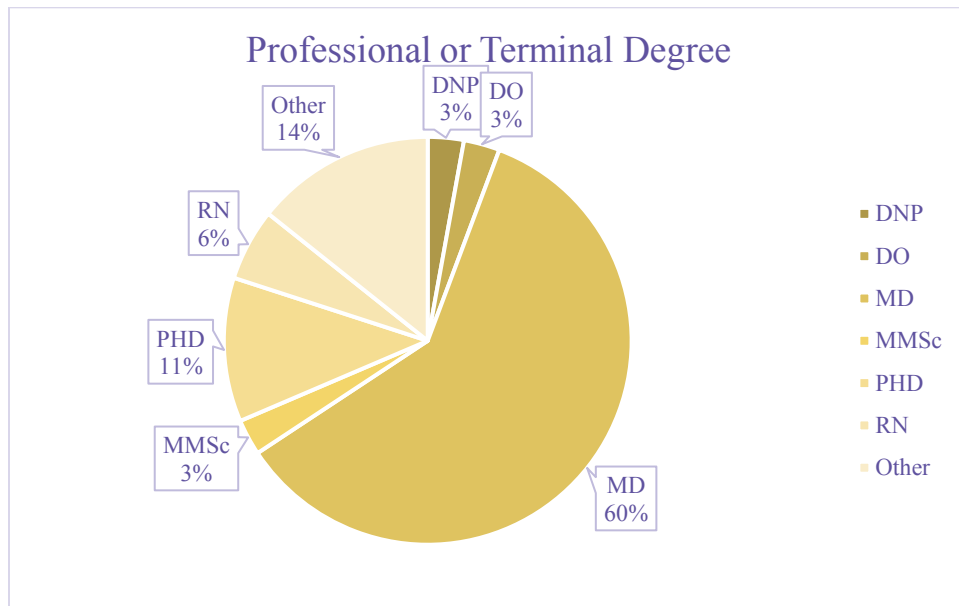
- **Summary of Findings:** This inaugural cohort included participants from 2 of 3 Woodruff Health Sciences Center schools and Emory Healthcare. Based on survey results, it is evident that participants gained more experience in distinct aspects of education including teaching and facilitating learning, assessing learning, and education theory. Areas for continued improvement include curriculum development, promoting educational development of other educators, and contributing to educational scholarship.
- Links to fellows' project abstracts can be viewed at: [2019-20 WHEA Teaching Fellowship Graduation Booklet \(Joint\)](#)

Cohort 2020-21

- Participant Demographics (N = 35 started the program, 31 completed the program)



Primary Affiliation	Counts	Percentage
Emory Healthcare (non-Faculty)	5	14%
Emory University School of Medicine	25	71%
Nell Hodgson Woodruff School of Nursing	1	3%
Rollins School of Public Health	4	11%
Grand Total	35	100%

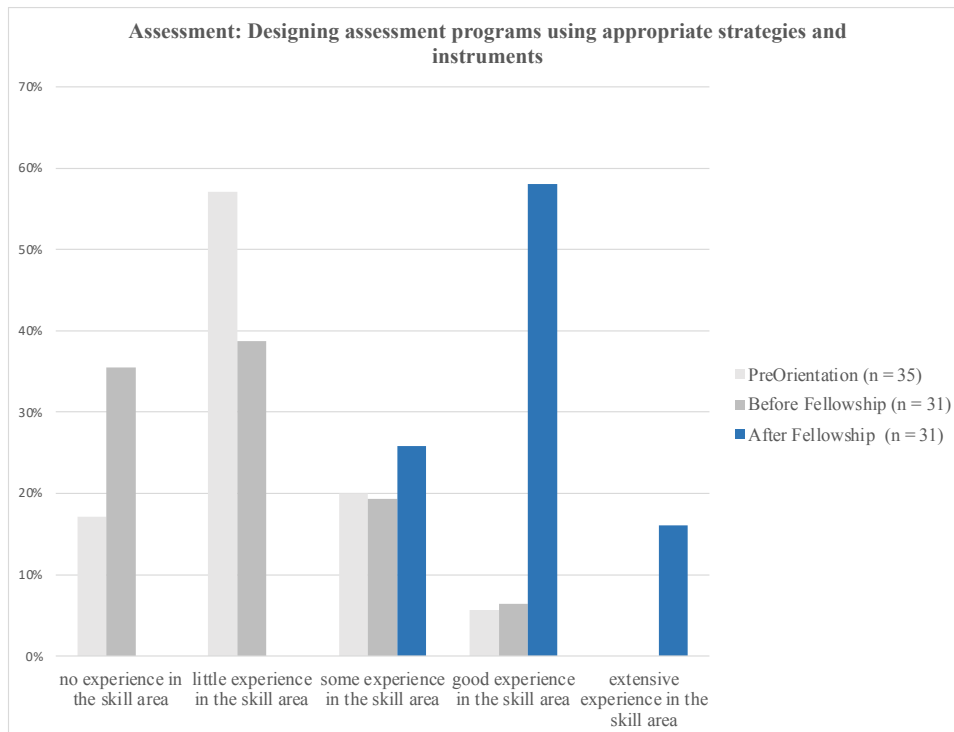
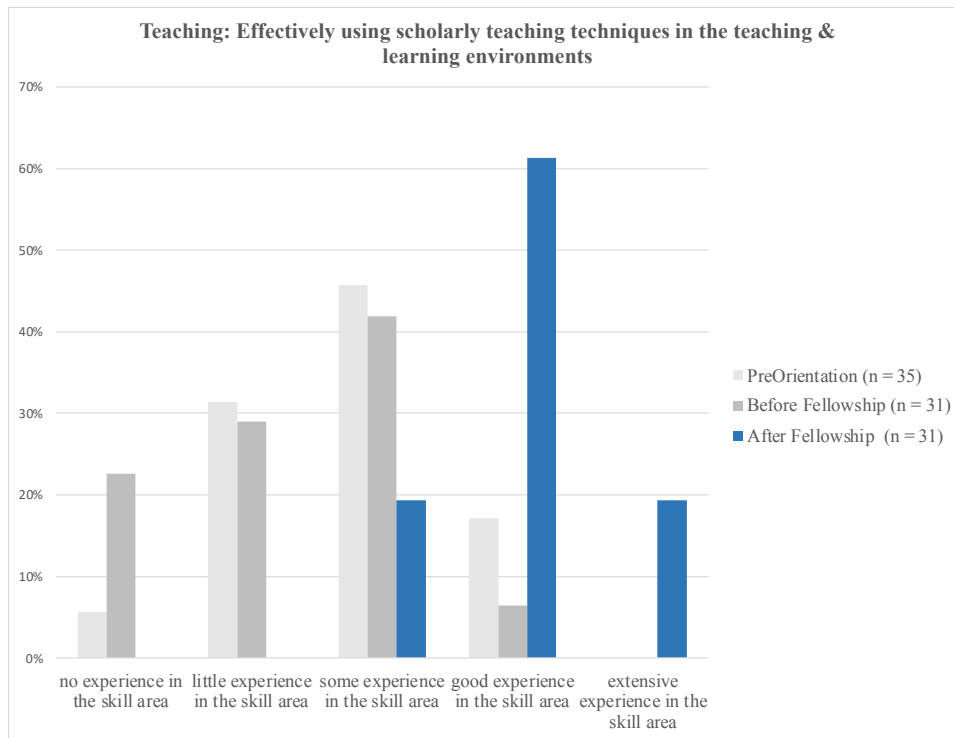


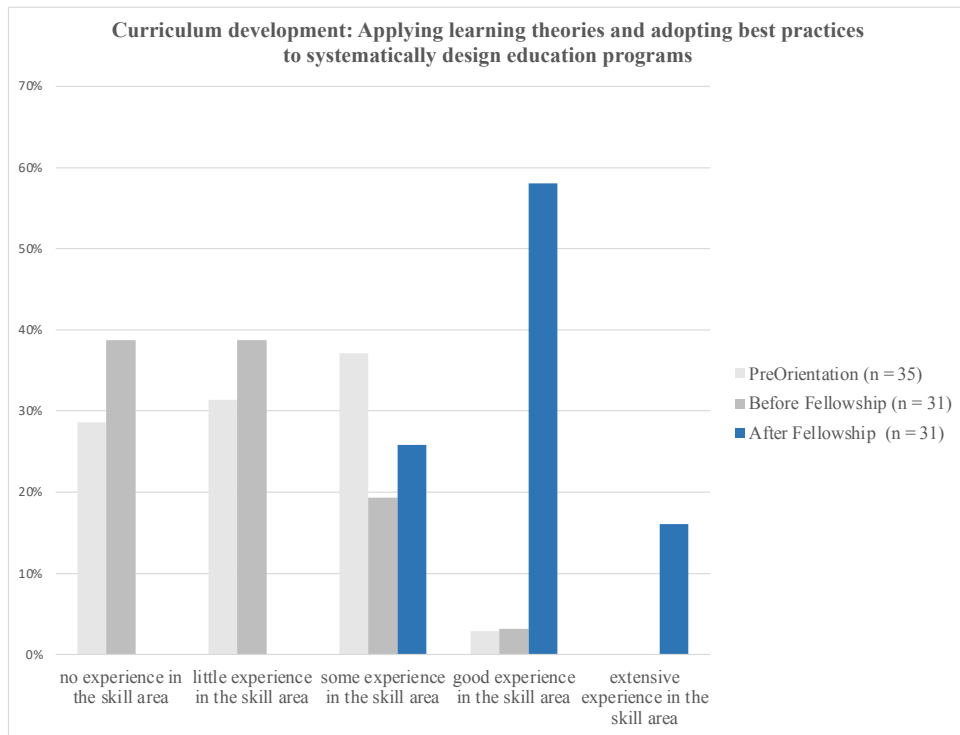
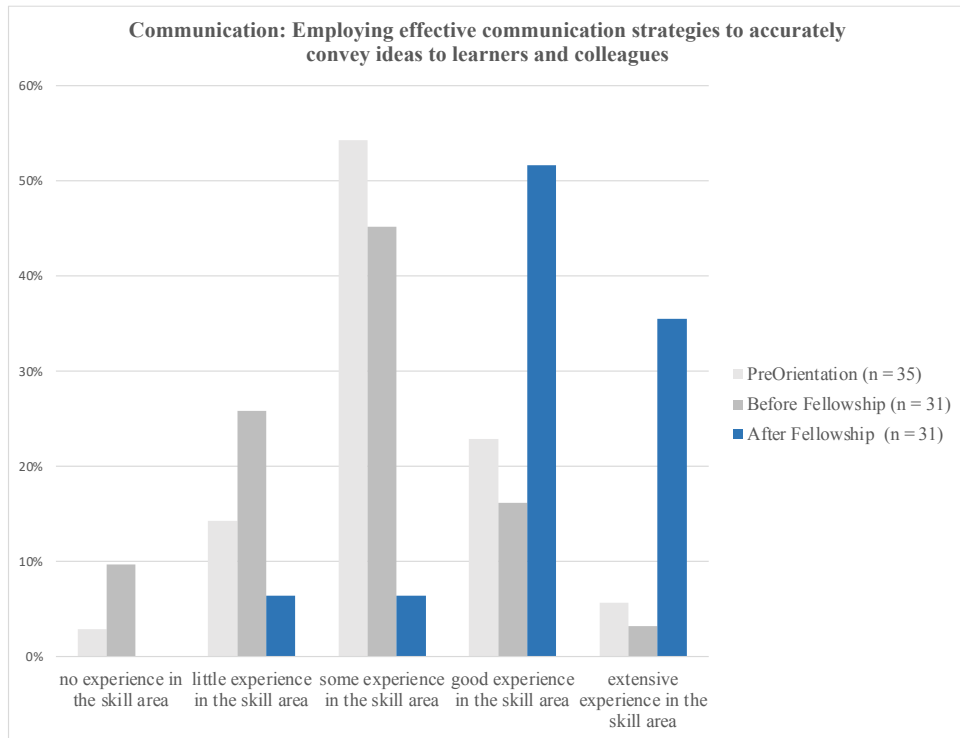
Professional or Terminal Degree	Counts	Percentage
DNP	1	3%
DO	1	3%
MD	21	60%
MSc	1	3%
PHD	4	11%
RN	2	6%
Other	5	14%
Grand Total	35	100%

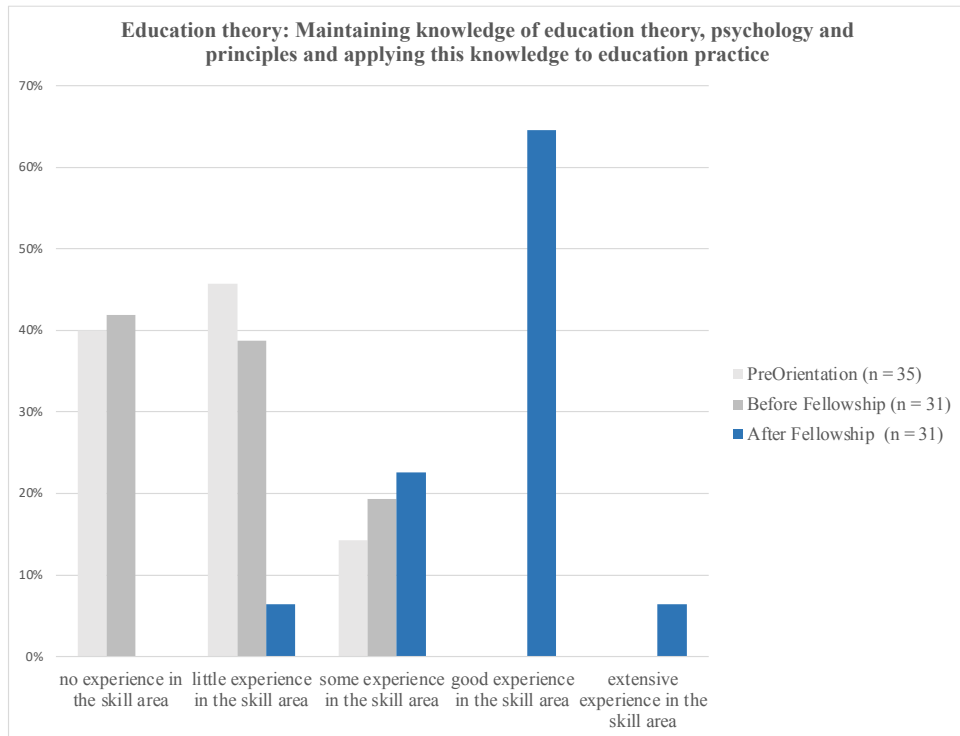
Academic Rank	Counts	Percentage
Assistant Professor	25	83%
Associate Professor	1	3%
Instructor	4	13%
Grand Total	30	100%

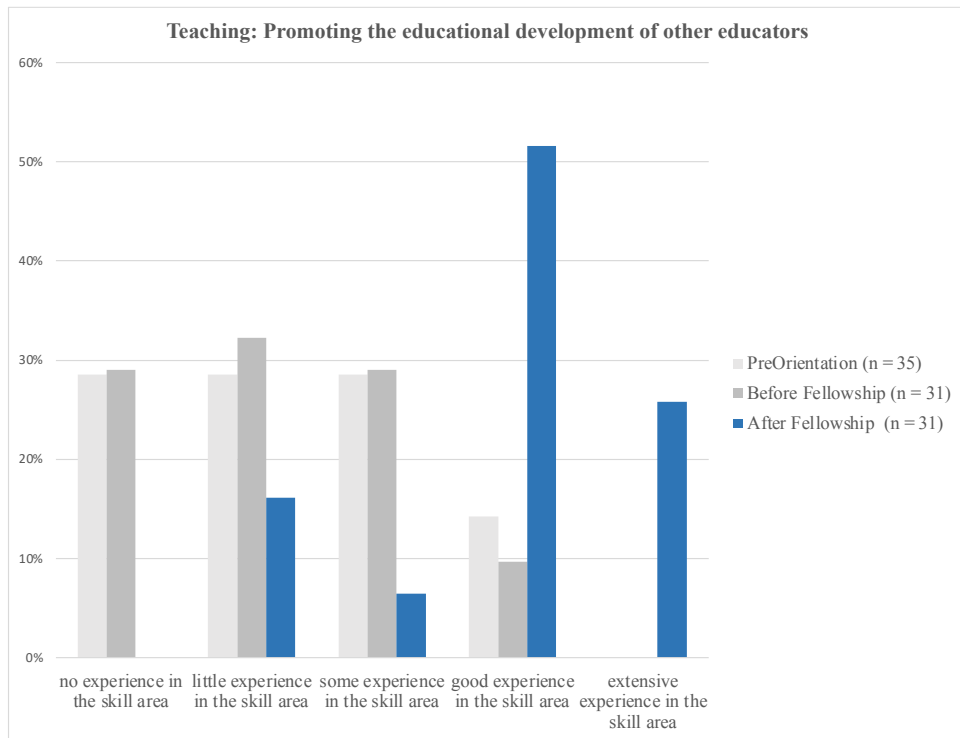
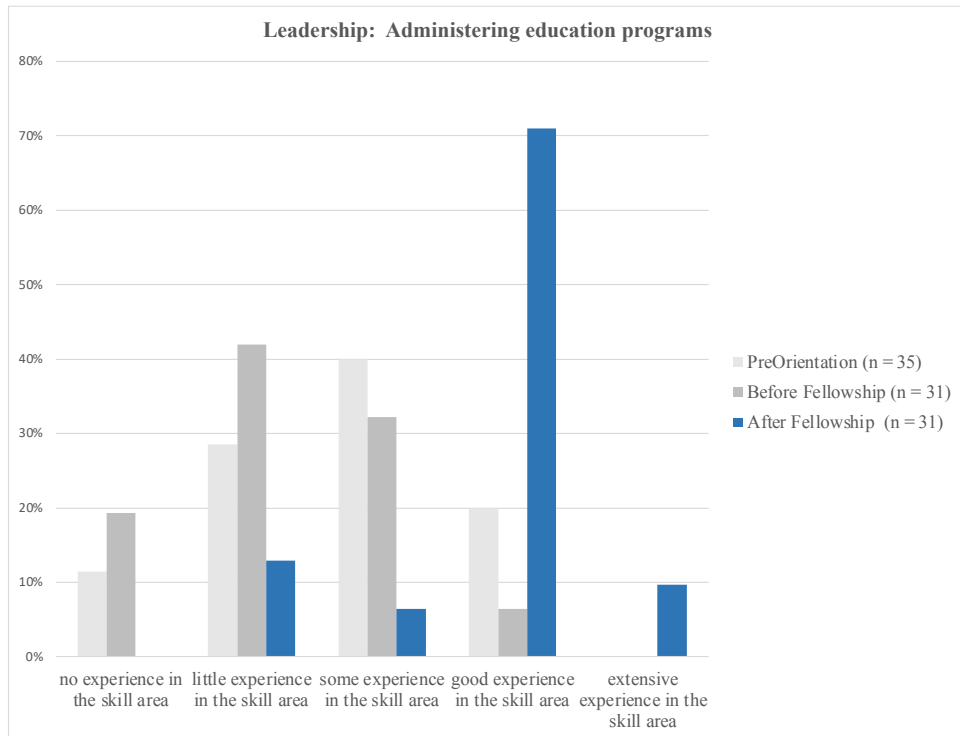
*The grand total only includes participants with an academic rank.

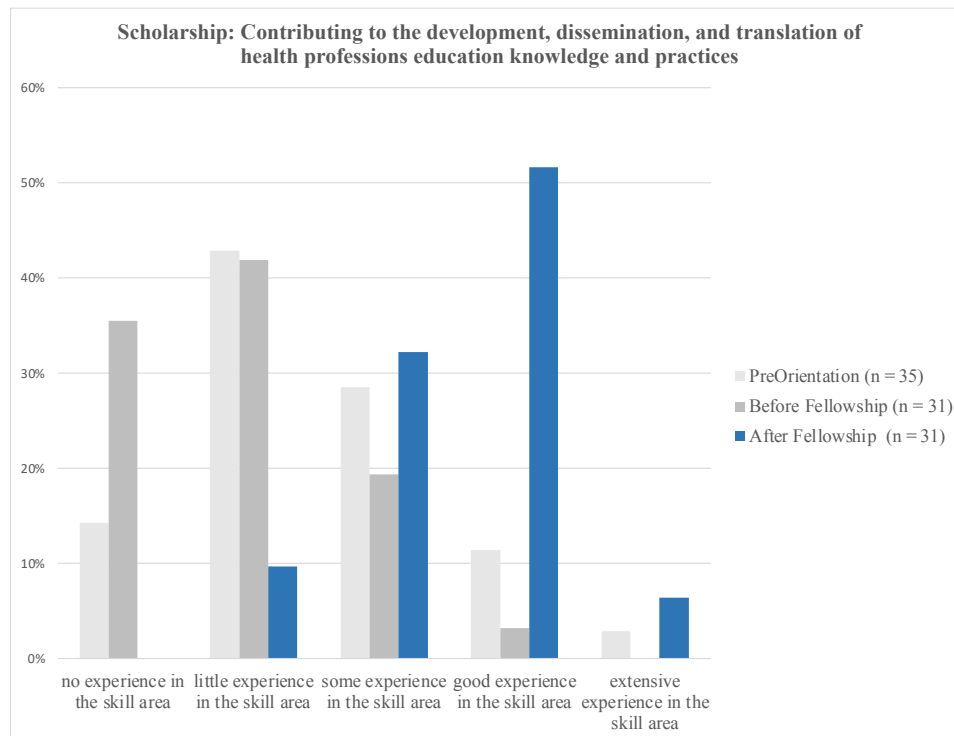
- Surveys Used: Pre-Orientation Survey (n = 35/35, 100% response rate) and Retrospective Pre-Post Exit Survey (n = 31/31, 100% response rate)







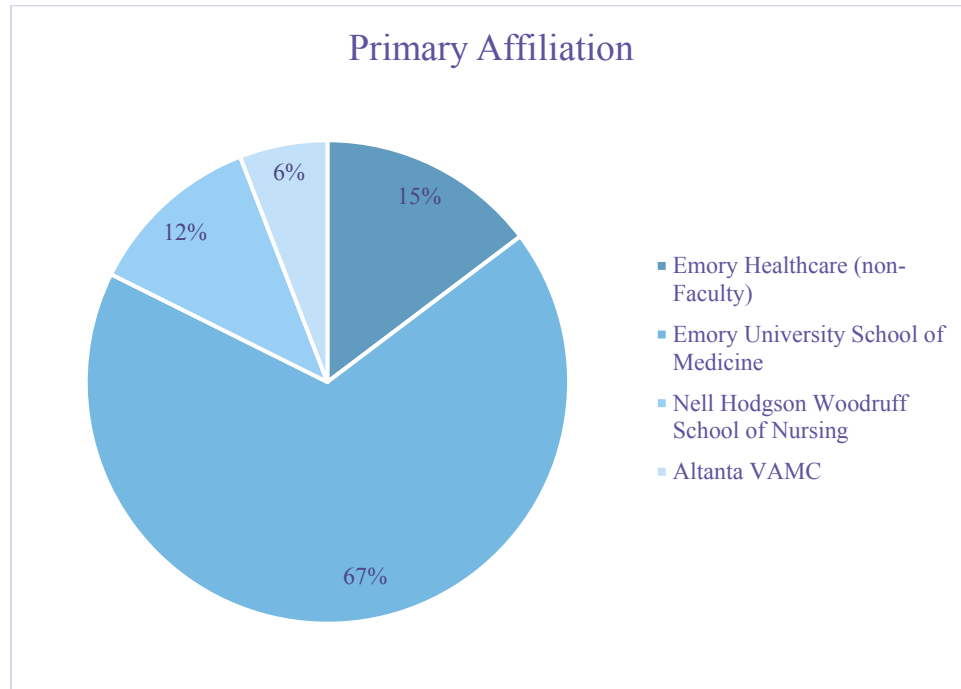




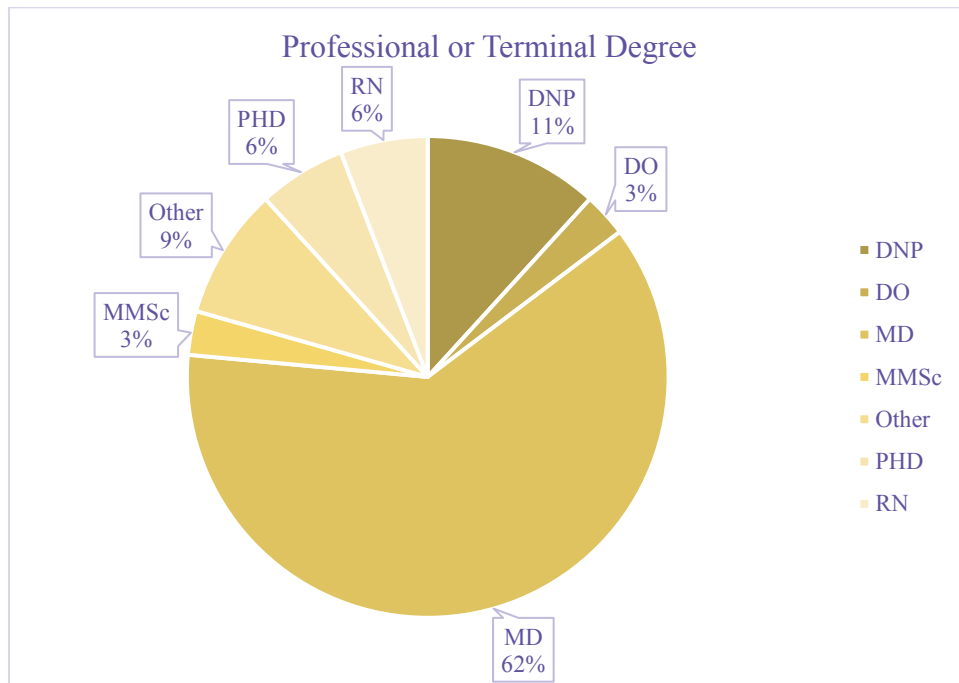
- Summary of Findings: This cohort included participants from all Woodruff Health Sciences Center schools and Emory Healthcare. Based on survey results, it is evident that participants gained more experience in distinct aspects of education including curriculum development, teaching and facilitating learning, assessing learning, and leading education programs. Areas for continued improvement include contributing to educational scholarship.
- Links to fellows' project abstracts can be viewed at: [2020-21 WHEA Teaching Fellowship Graduation Booklet](#)

Cohort 2021-22

- Participant Demographics (N = 34 started the program, 29 fellows completed the program)



Primary Affiliation	Count	%
Emory Healthcare (non-Faculty)	5	15%
Emory University School of Medicine	23	68%
Nell Hodgson Woodruff School of Nursing	4	12%
Atlanta VAMC	2	6%
Grand Total	34	100%

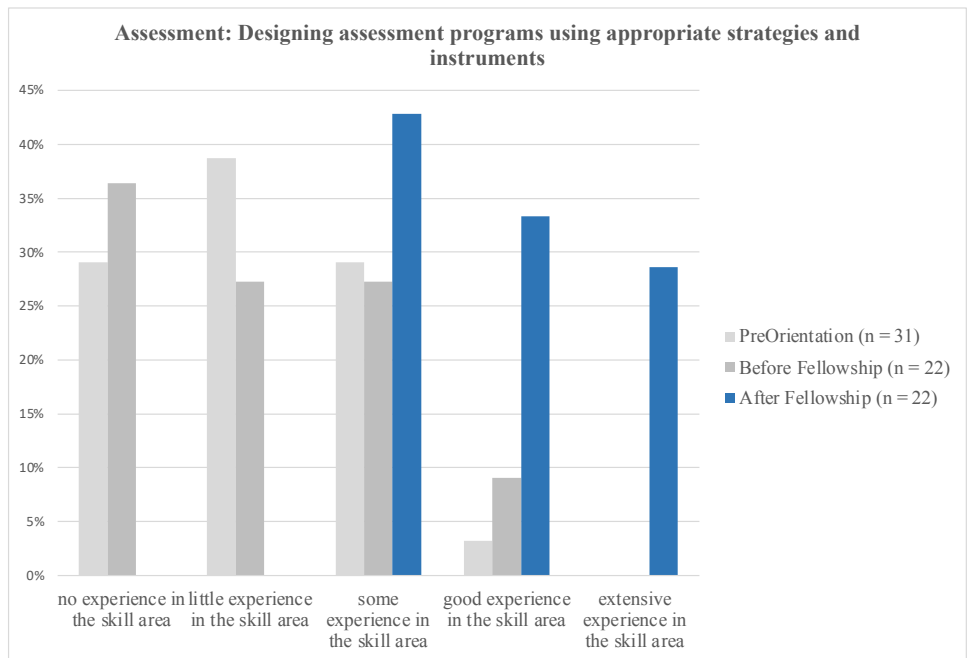
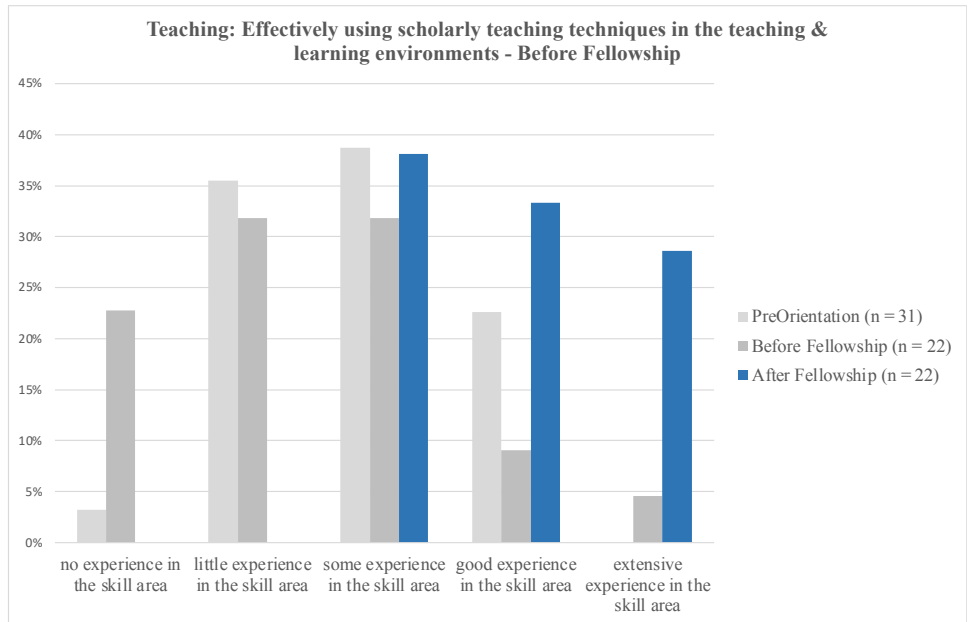


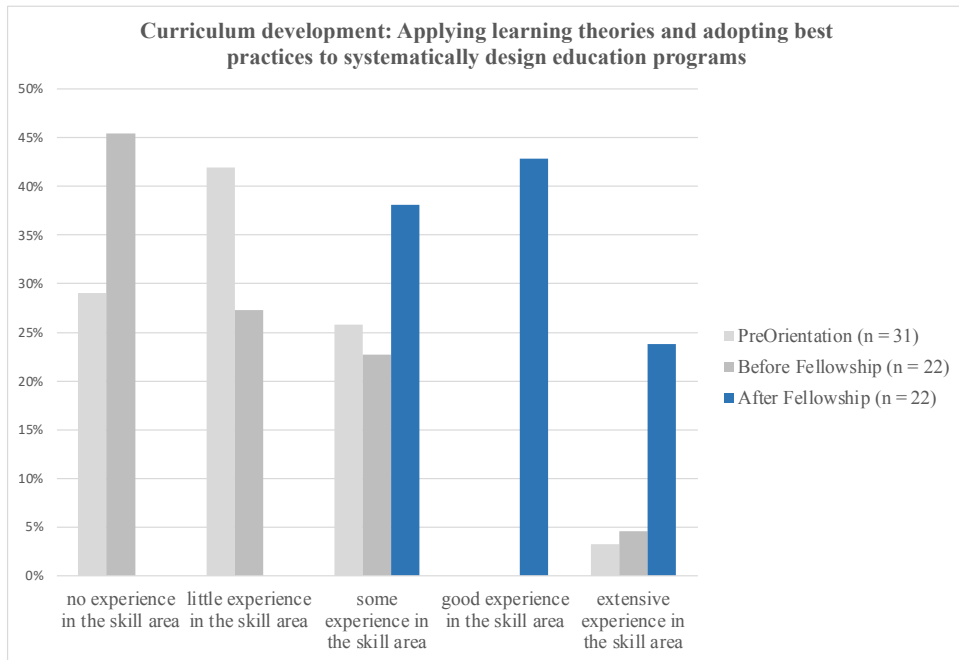
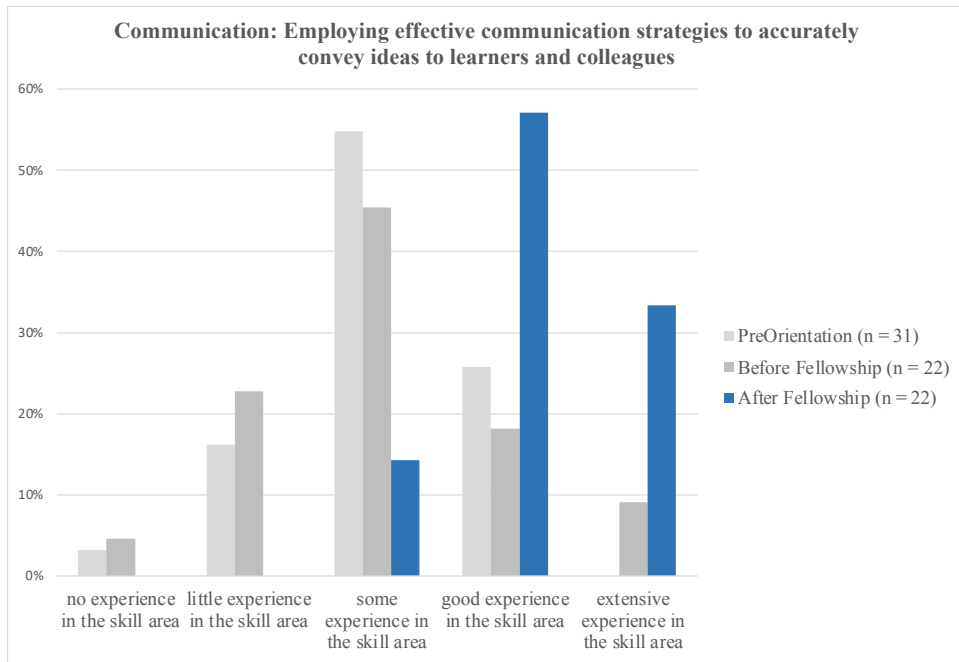
Professional of Terminal Degree	Count	%
DNP	4	12%
DO	1	3%
MD	21	62%
MMSc	1	3%
Other	3	9%
PHD	2	6%
RN	2	6%
Grand Total	34	100%

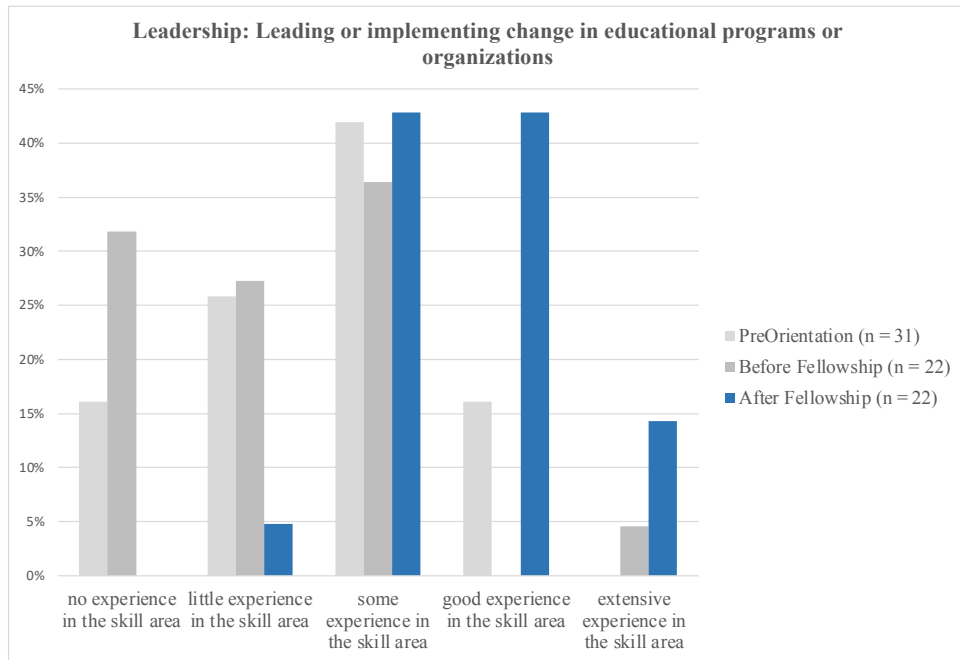
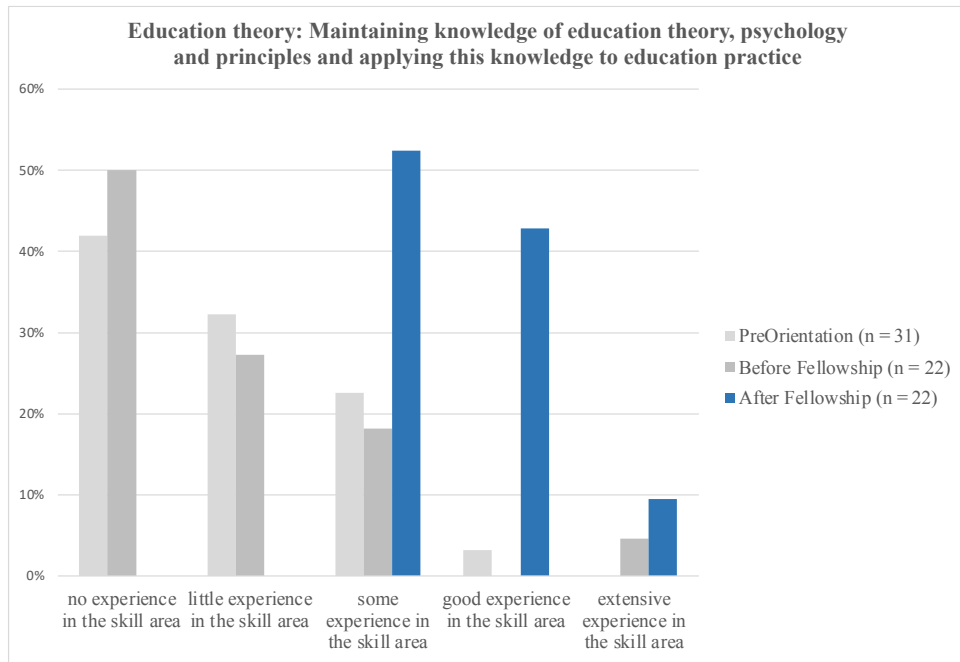
Academic Rank	Count	%
Assistant Professor	21	68%
Associate Professor	5	16%
Instructor	5	16%
Grand Total	31	100%

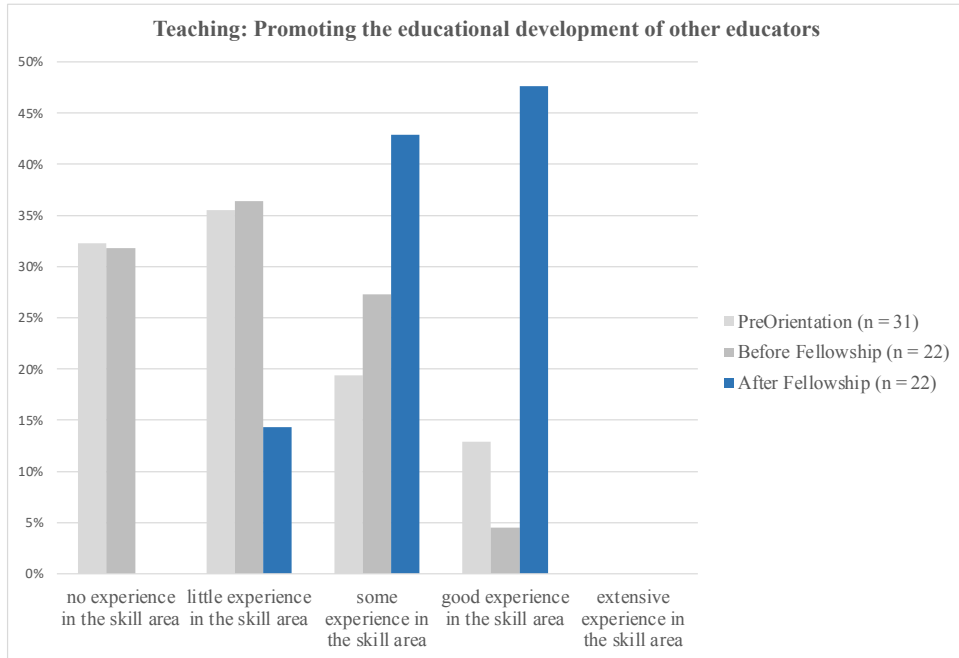
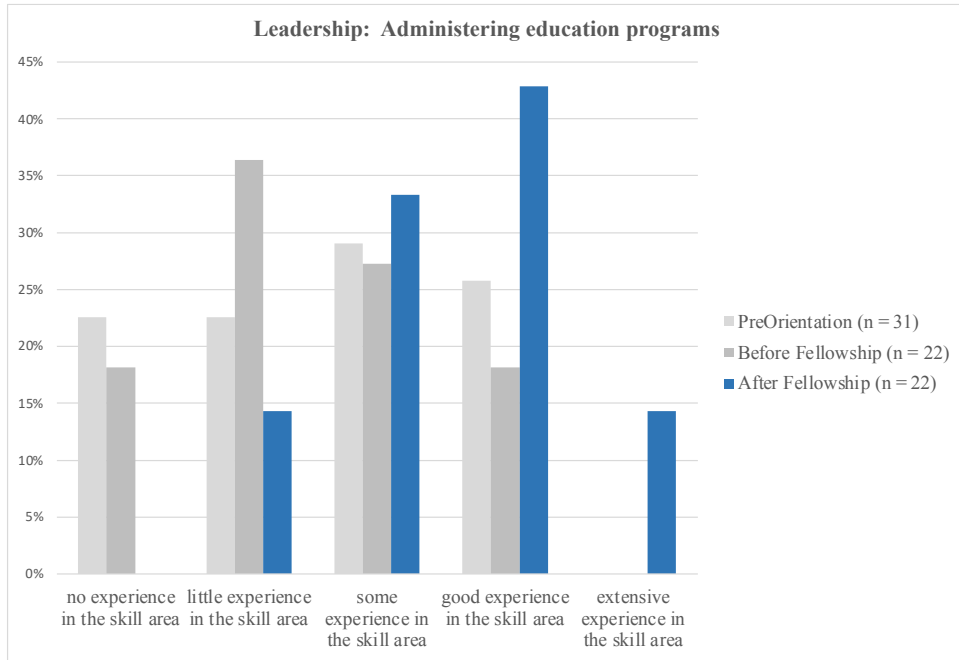
*The grand total only includes participants with an academic rank.

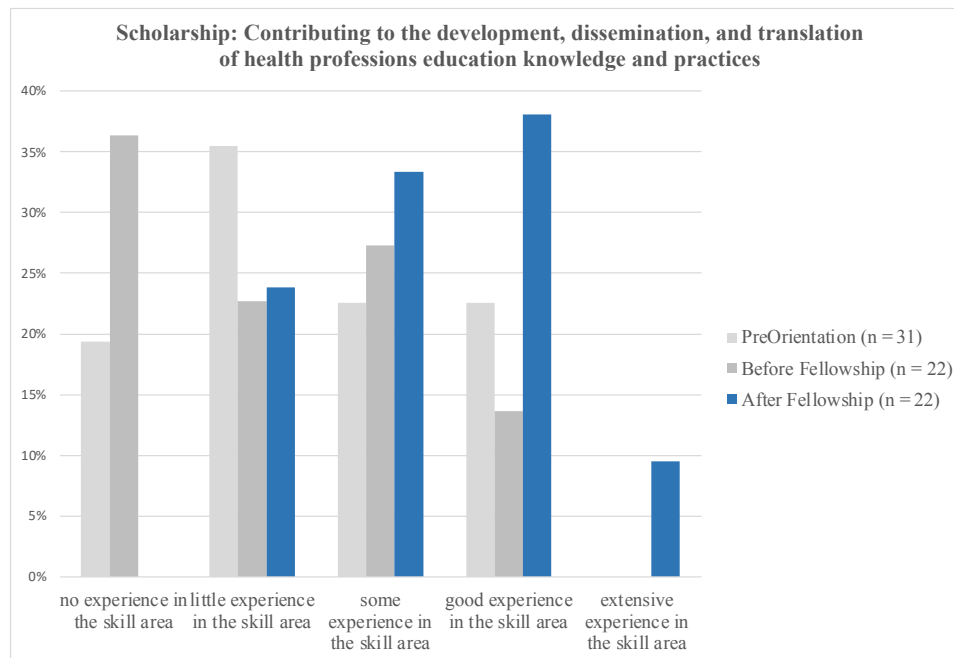
- Surveys Used: Pre-Orientation Survey (n = 31/34, 91% response rate) and Retrospective Pre-Post Exit Survey (n = 22/29, 76% response rate)







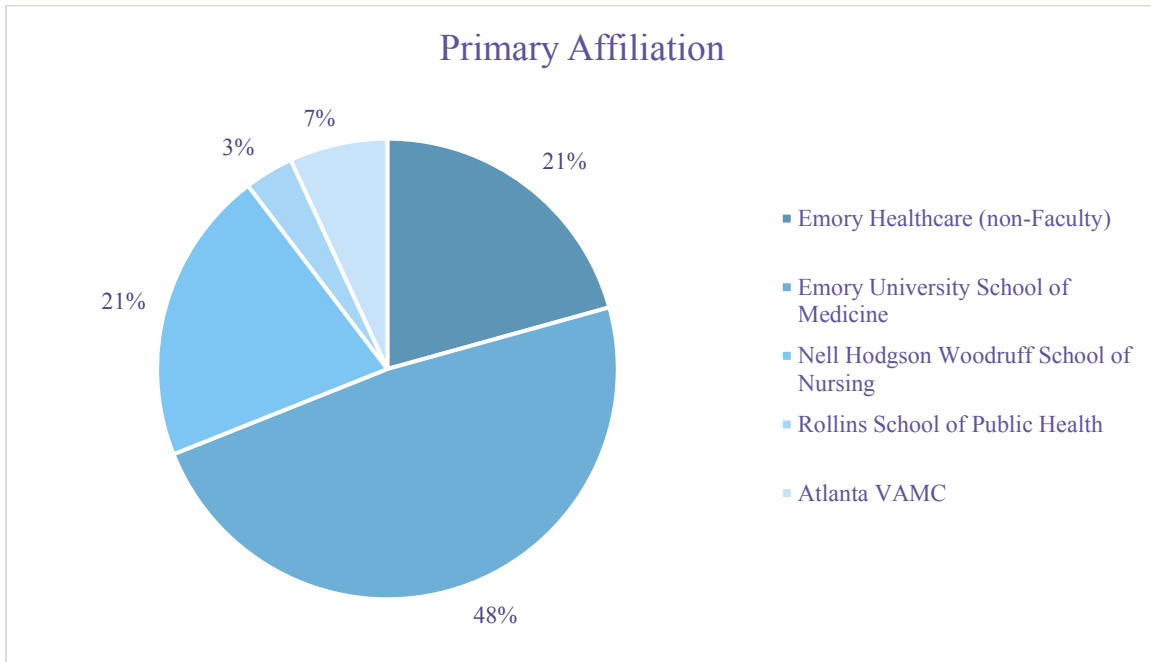




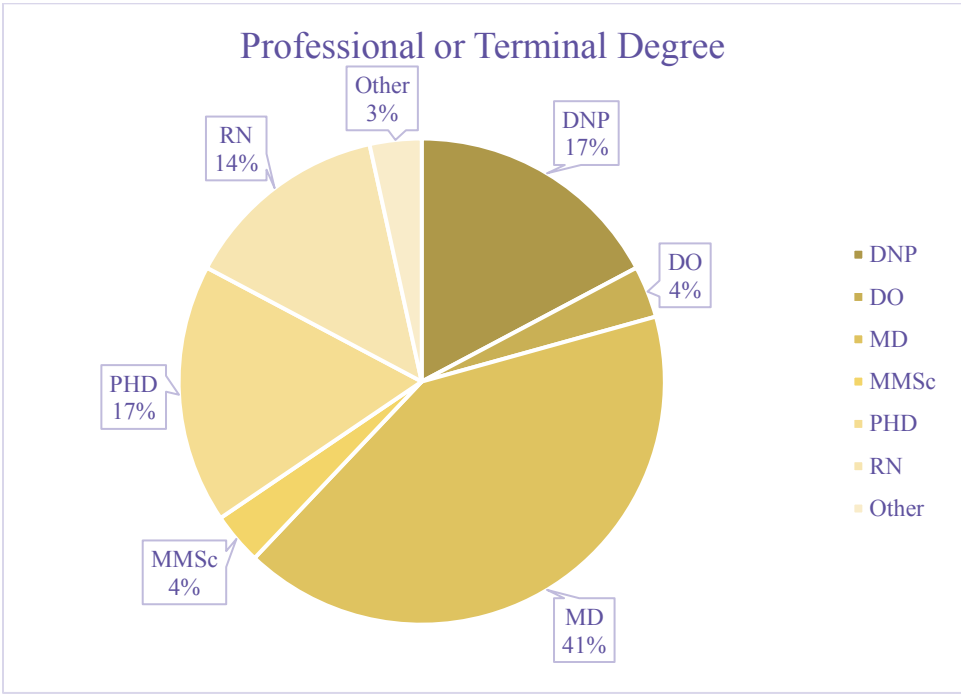
- **Summary of Findings:** This cohort included participants from 2 of 3 Woodruff Health Sciences Center schools, Emory Healthcare, and Atlanta VAMC - an affiliated health system. Based on survey results, it is evident that participants gained more experience in distinct aspects of education including curriculum development, teaching and facilitating learning, assessing learning, and leading education programs. Areas for continued improvement include promoting the educational development of others and contributing to educational scholarship.
- Links to fellows' project abstracts can be viewed at: [2021-22 WHEA Teaching Fellowship Graduation Booklet](#)

Cohort 2022-23; scheduled to complete March 2023

- Participant Demographics (N = 29)



Primary Affiliation	Count	%
Emory Healthcare (non-Faculty)	6	21%
Emory University School of Medicine	14	48%
Nell Hodgson Woodruff School of Nursing	6	21%
Rollins School of Public Health	1	3%
Atlanta VAMC	2	7%
Grand Total	29	100%



Professional or Terminal Degree	Count	%
DNP	5	17%
DO	1	3%
MD	12	41%
MMSc	1	3%
PHD	5	17%
RN	4	14%
Other	1	3%
Grand Total	29	100%

Academic Rank	Count	%
Assistant Professor	18	75%
Instructor	6	25%
Grand Total*		
*This total only includes those with faculty appointments	24	100%

Appendix C: Fundamentals of Educational Scholarship

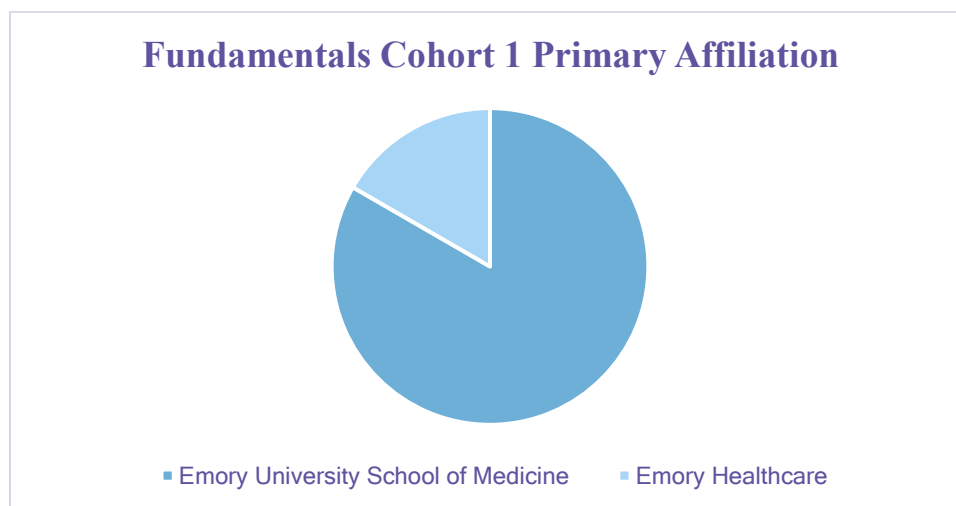
Overview

- Description: The course is comprised of three structured 1½ hour sessions, spread over 3-4 weeks. Session 1 is devoted to learning to formulate and answerable question; session 2 focuses on identifying a feasible project design and methods for answering that question; and session 3 homes in on analysis of data and development of a project plan. A fourth session can be inserted to give participants an open forum to ask questions and get input into their projects. Course faculty are available for check-in sessions in the six months following the course to help participants as they implement their projects. A capstone session is held approximately six months after the first session as an opportunity for participants to share their work.
 - Articulate and answerable question about their educational activities
 - Identify feasible methods to answer that question
 - Develop a timeline and set of next steps to guide their project over 6 months.

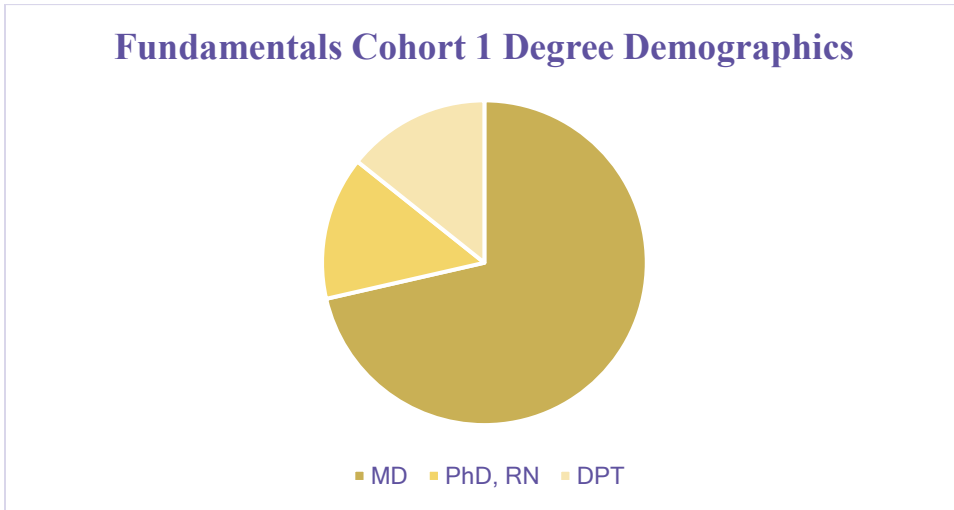
Cohort 1

The first cohort completed three Fundamentals sessions virtually in January 2021 as part of the Learning to be Better Teachers program in the School of Medicine.

- Participant Demographics: 7 participants completed all three sessions and developed a project

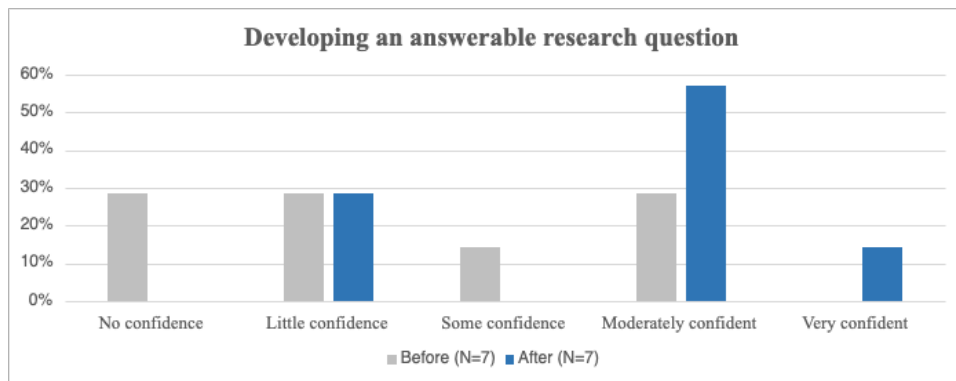


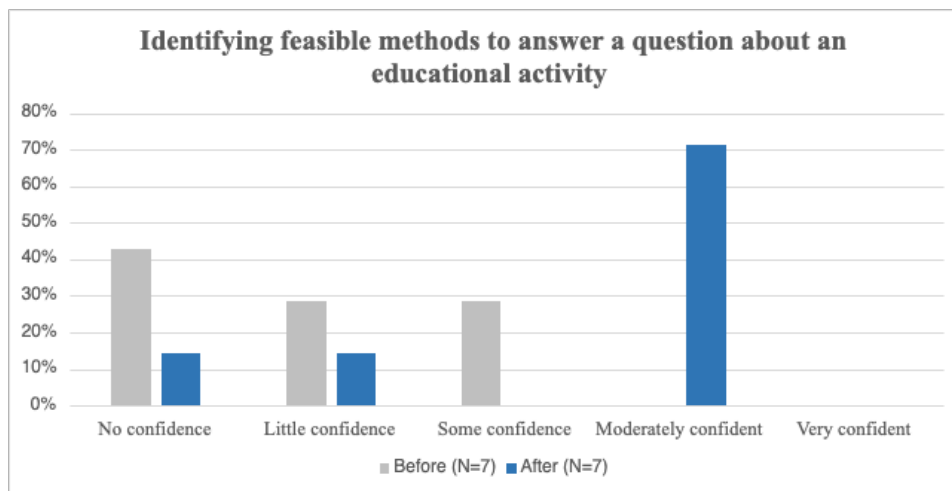
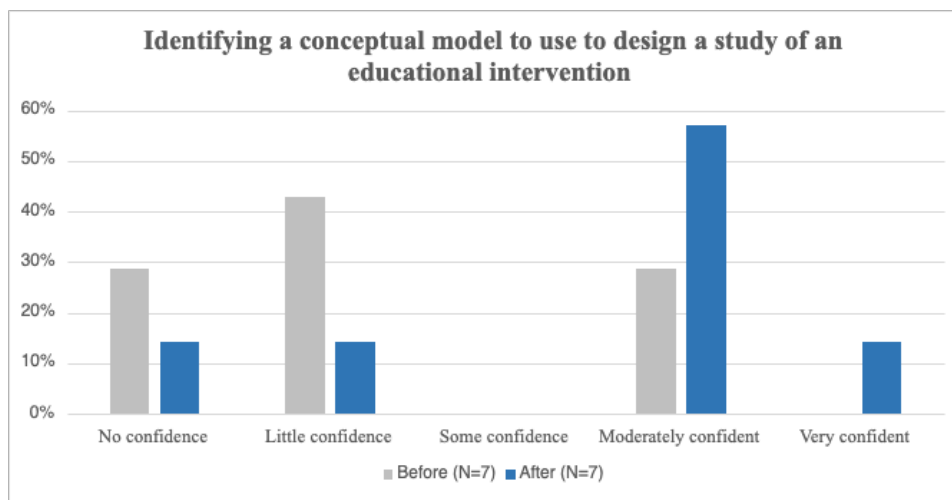
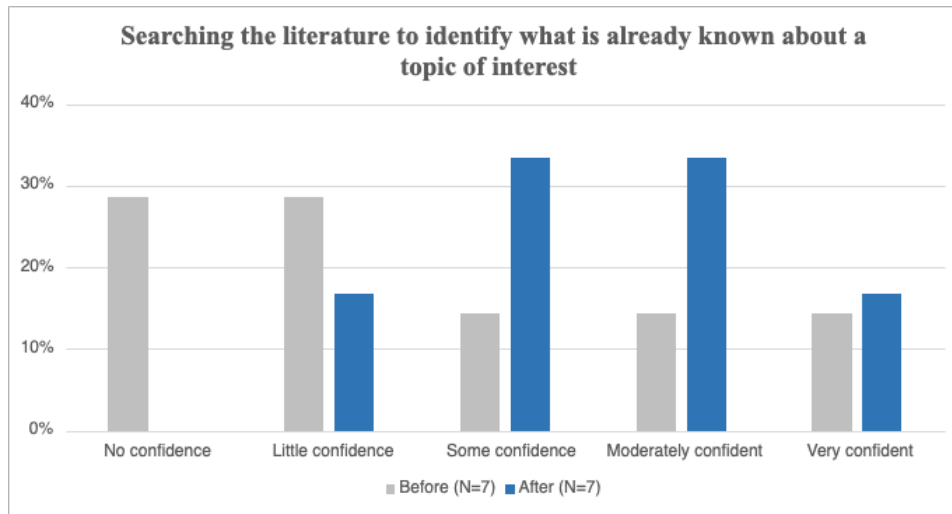
Primary Affiliation	Count	%
Emory University		
School of Medicine	5	83%
Emory Healthcare	1	17%
Grand Total	6	100%

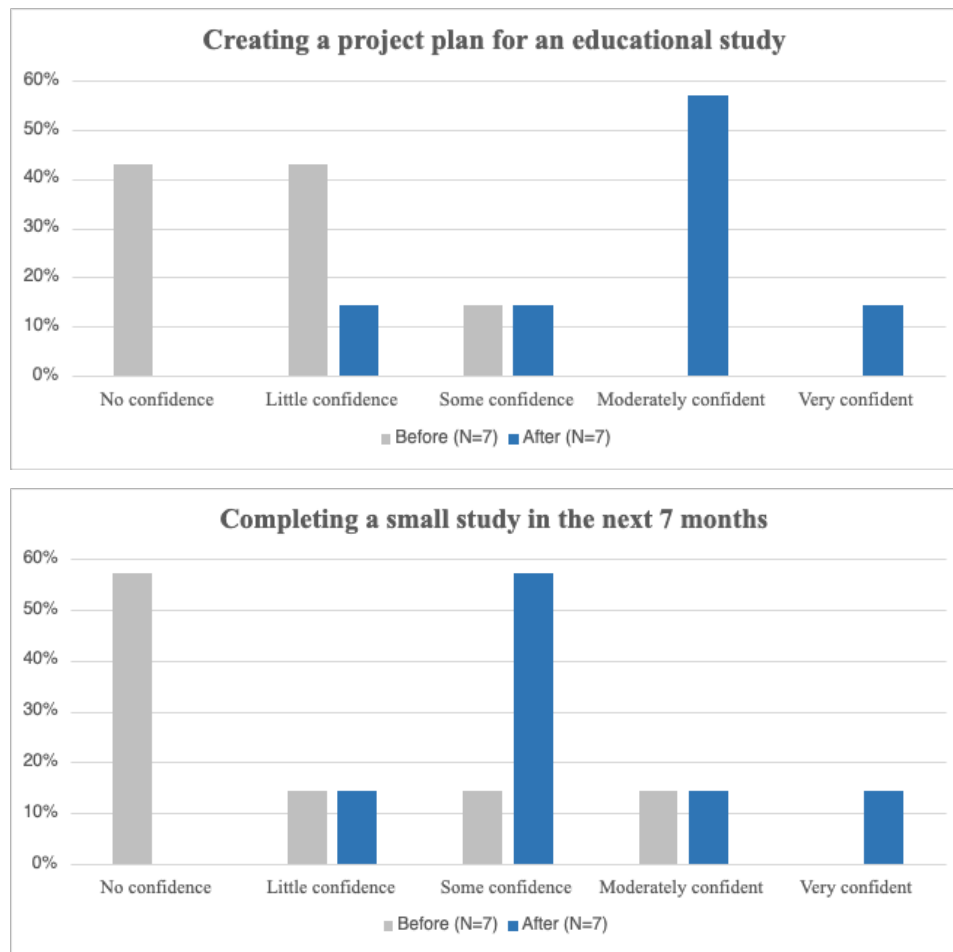


Professional or Terminal Degree	Count	%
MD	5	71%
PhD, RN	1	14%
DPT	1	14%
Grand Total	7	100%

- Surveys Used: pre- and post-course surveys of confidence:





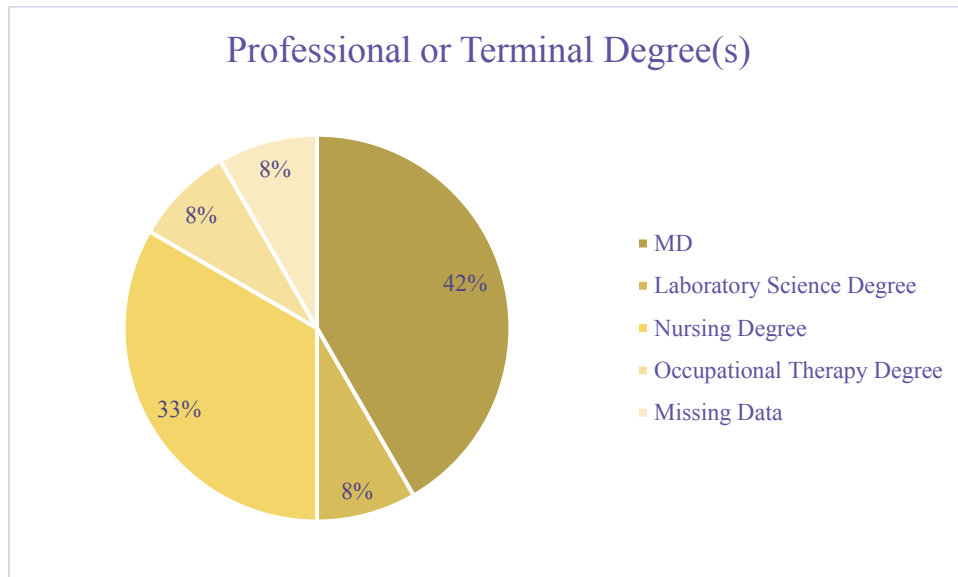


- **Summary of Findings:** this very small group that signed up for this mini course as part of a larger educational program. The survey results demonstrate an increase in confidence in all of the topics covered, although there were still participants who felt no or little confidence in every area following the program. The least confidence was noted in participants' belief that they could complete a project. This was a pilot version of the course which underwent some significant changes for the next cohort.

Cohort 2:

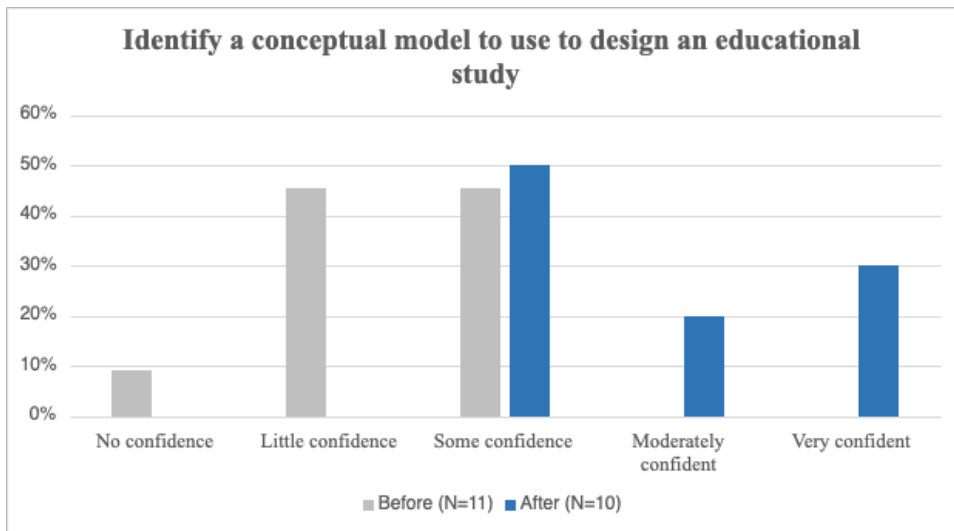
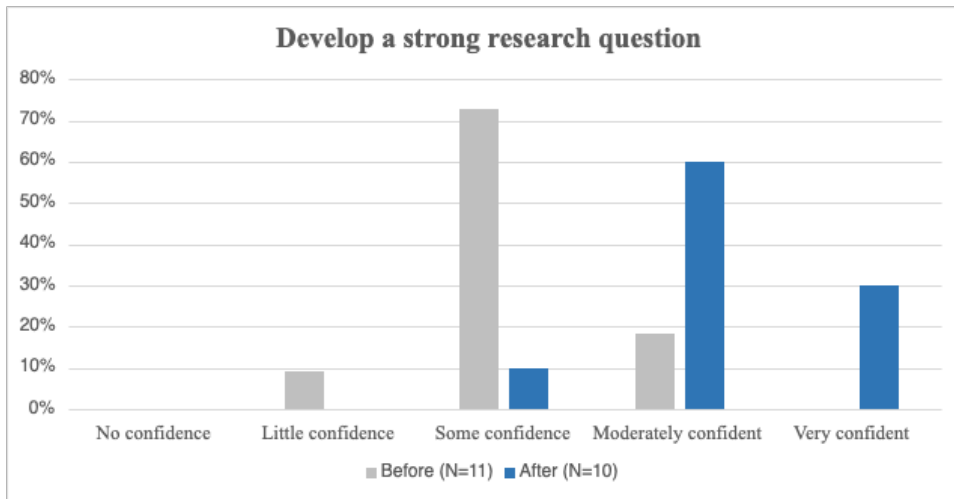
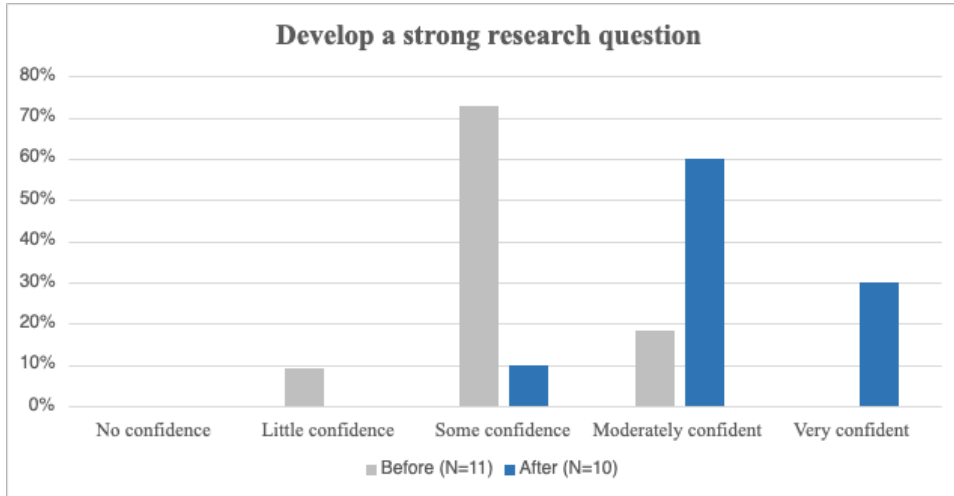
The second group of participants were health professions educators from Emory St. Joseph's Hospital who completed 4 sessions in October/November 2022 and presented their work in May 2022. Participants were recruited by the hospital's Chief Nursing Officer and the Chief of Hospitalist Medicine and participated in groups that planned to do their projects together.

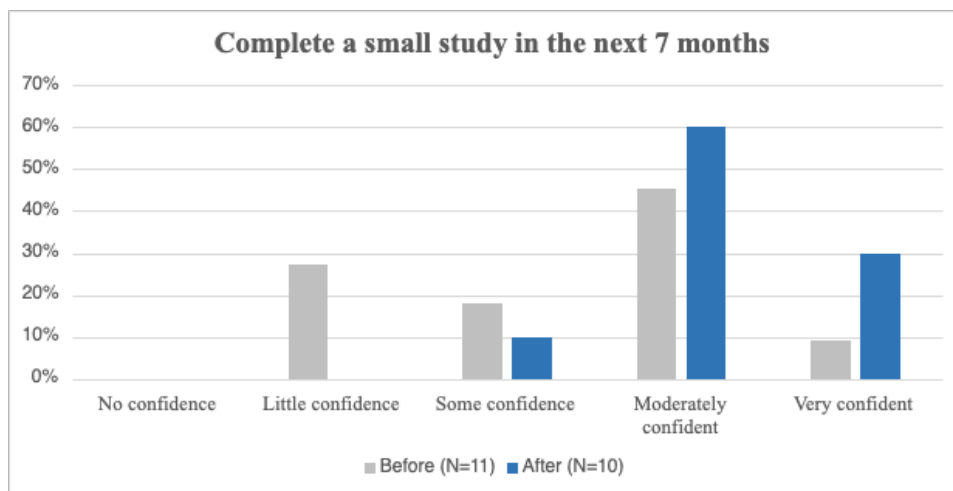
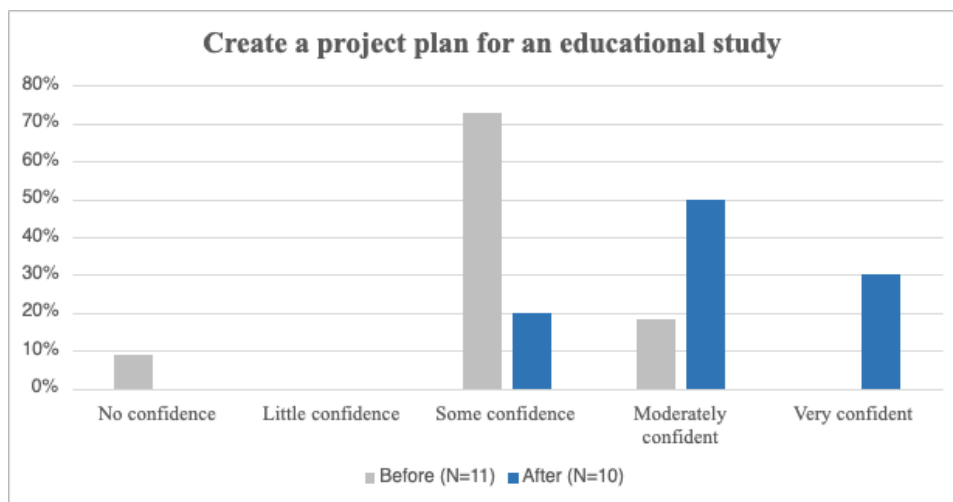
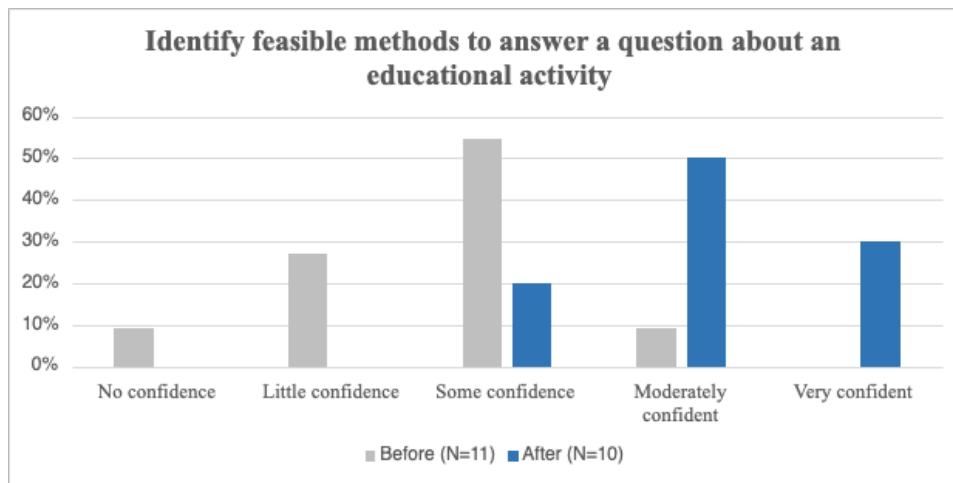
- Participant Demographics: 12 professionals from St. Joseph's participated



Professional or Terminal Degree(s)	Number	%
MD	5	42%
Laboratory Science Degree (MS, MLS(ASCP)SBBCM)	1	8%
Nursing Degree (BSN, RN, CCRN, MSN, CNML, NE-BE, NPD-BC)	4	33%
Occupational Therapy Degree (DHS, OTR/L)	1	8%
Missing Data	1	8%
Grand Total	12	100%

- Surveys Used: Pre- and post-course surveys of confidence





- Summary of findings: Cohort 2 gained a great deal of confidence in their ability to develop and implement a small scholarly education project. They began with 5 project groups and four of those implemented their projects. All groups reported on their work at a wrap-up session in May 2022. This cohort demonstrated more benefit from this program than the first, likely because they were asked to participate by leaders in their institution, thus creating a sense of accountability, and because their project were planned and

implemented in groups. Future plans are to offer this program to other Emory Healthcare sites using a similar recruitment and project group model.

Appendix D: Summary Tables - IPE Journal Club, Educators Salon, & Education Mini Grants

IPE Journal Club: 32 Sessions held since March 2019

Participants can receive 1 CME/CNE credit for each session attended

Educators Salon: 15 sessions, 3 live and 12 virtual since April 2019

Sessions focused on innovative and engaging topics in health professions education

Date	Educators Salon Session Name	Registrants
4/15/19	A Humorous Approach to Education	65
9/11/19	Real Life Educational Research - If We Can Do It, You Can Do It	62
2/10/20	What is "Active Learning" and How Can I Do More of It?	70
4/13/20	Come Do Virtual Improv with Educators Across WHSC	22
5/19/20	TELL YOUR STORY: Using 55 Word Stories for Reflection and Teaching	44
6/24/20	Engaging in Museum Based Education in a Virtual World	24
9/8/20	Building Community and Engagement During Your Zoom Session	100
2/15/21	#MedEd #Tweeterials Leveraging Twitter for Education & Faculty Development	118
3/22/21	Best Practices in Virtual Clinical Simulation: Pre-Briefing and Debriefing	35
5/5/21	Using Digital Tools to Improve Equity in the Classroom	41
9/8/21	Whiteboarding: A Creative Strategy for Retention	47
10/4/21	How Does That Happen: Professional Identity Formation in the Health Professions	32
4/18/22	Hook 'em, Teach 'em, Assess 'em: Enhancing Learning Across Contexts	39
6/7/22	From Follower to Leader: One View of Identity Formation	37
7/26/22	Med Ed Research in Practice: Three Projects of WHEA Fellows	27
	TOTAL	763

Education Mini Grants Table

- Purpose: to support the projects of current WHEA Educational Scholarship Fellows or the capstone projects of WHEA Teaching Fellows that are to be completed within 12 months of graduation.
- WHEA Education Mini Grants must be used for an activity directly related to completing the WHEA project. The one-time request can be up to \$500.

Awardee	Project Title	Fellowship
Laura Zajac-Cox	Exploring the Lived Experiences of Neurologic Physical Therapy Residents: A Thematic Analysis of Narrative Writings	FES
Lauren Lichten	Guide for Telegenetic Clinical Rotations	FES
Ioannis Karakis	An online, interactive, case-based clinical neurophysiology curriculum for neurology residents”	FES
Jimi Malik	pRIM: Development of A Palliative Medicine Specific Feedback Tool for Medical Students, An Adaption of The RIME Framework	Teaching
Nicole Battaglioli	Investigation of Support Solutions for Women in Academic Medicine	FES
Emilee Flynn	Evaluation of a Pediatric Palliative Care Curriculum for Adult Hospice and Palliative Medicine Fellows	Teaching
Jeffrey Siegelman	Understanding Emergency Medicine Nursing Perspectives on Clinical Assessment of Residents	FES
Ioannis Karakis	An online, interactive, case-based clinical neurophysiology curriculum for neurology residents	FES
Erica Moore	The Lived Experiences of Black Nursing Faculty as They Transition into Nursing Academia.	FES
Maura George	Community Partners' Perceptions of Benefits and Burdens of Participation in a Community Engagement Course in the School of Medicine	FES
Sarah Blake	Interprofessional training among graduate public health students: implications for professional development	FES

Appendix E: Perceived Impacts of WHEA (WHSC Education Leaders' Quotes)

*Based on 20 responses to general impact question and 15 responses to additional comments question

Strengths

Appreciate the emails and the presence of WHEA. This communicates this pillar of our job is endorsed at the highest level to all.

I have watched some of my colleagues MDs and APPs evolve with great credit to this program.

More people know and are being taught curricular innovation.

This program is another great way to get people together.

Educators in the department take a strong interest in participating in this program and it adds significantly to the way education is valued in the SOM.

I think it truly gives opportunities for junior and non-tenure track faculty to have spaces to advance and excel in their area of expertise. Additionally, the collaboration with fellow faculty as well as the opportunity to engage with pedagogical experts within the health professions is amazing.

I have observed growth of many individuals who have taken part in WHEA programs; growth in educational scholarship, awareness of IPE literature, and collaborations arising from networking.

The staff member participated has shown skills learnt and has applied some of the skills in the work environment.

I have seen faculty who have participated in the program document curriculum innovation on their CVs.

One of our leaders who attended received a grant to complete major revisions to the EHC nurse residency. I believe WHEA was helpful to her in advancing her role at SON as well.

WHEA faculty fellows and mentors have gained valuable knowledge, experience, and recognition. Many have advanced education scholarship and curriculum at Emory and elsewhere. WHEA provides significant visibility and support for our education mission.

Our UNE is currently participating in one of these programs. She has been able to bring back many new practices to our unit involving staff education.

In the 5-years since inception, the WHEA has become a known entity among those focused on educational scholarship on the Emory campus and has thus increased the visibility of the educational mission. I also feel that WHEA has somewhat impacted educator career development, particularly for those who have had the opportunity to participate in the 12- and 18- month programs, as well as those who may have received sustained support in their home schools/departments to continue their work in SoTL. The various WHEA activities have certainly brought together a community of scholars and thus built cohesion across disciplinary boundaries.

I believe WHEA's programs have created really good opportunities for faculty to develop teaching and educational research skills. I also think that WHEA facilitates networking that has and can, lead to more collaborations across the WHSC schools.

Program is a great introduction to the many opportunities that are available.

I feel the WHEA has helped bring in new ideas and innovative education methods to our division.

I think WHEA is an important program that should continue. Our faculty have greatly benefitted from it, both in advancing their ability to contribute and lead as we advance our teaching mission but as individuals who need opportunities like WHEA to grow in their career trajectories.

From my perspective, this is a very important initiative and a of high value for our current and future clinician-educators.

Weaknesses & Opportunities

Faculty who participate generate projects. I think there needs to be more awareness and dissemination of results, pubs etc. related to the work.

These programs have the potential to build community for those interested in scholarship of teaching and learning across health disciplines who would otherwise not have the opportunity for collaboration.

Wish we all have time to commit to the program. Is there possibility for a condensed version?

Needs much better marketing within Emory and outside (especially to faculty thinking of joining Emory. Lots of cool activities in WHEA.

Our faculty receive these emails, but I think that many may not be aware of or pursue these opportunities. The visibility and relative newness of WHEA are contributing factors, but our faculty may also have questions about the relevance or incentives for them as non-clinical faculty. At the same time, I think that there is training that we could potentially provide from the non-clinical side of the WHSC that may be helpful across the WHSC.

I am looking forward to learning more in the coming months, and hopefully feeling a direct impact for me.

Unclear how or if WHEA links to current initiatives exploring curriculum re-design at the SOM. Also not clear how WHEA might be supporting faculty who have limited opportunities to engage in education of students, residents, or fellows.

I would love to see WHEA continue and perhaps consider evaluation of the programs at individual (participant) level as well as more systemic levels such as curriculum, scholarship and institutional reputation. Thank you for all the work you do.

Overall, this may be a beneficial program for faculty who wish to focus on educational research and whose educational scholarship is valued and supported in their units. It remains unclear how programs can influence career advancement particularly the path to tenure in health sciences schools.

Threats

It has helped some faculty become leaders in education, but many were already interested in the educational mission and had roles already in education. I'm concerned the program is not having a broader impact among faculty.

Somewhat more visibility of the educational mission, but in the sessions, I have attended, there have been no Chairs, Vice-Chairs of Departments in attendance which speaks very loudly to lack of senior leadership support or engagement.

Seems to have helped bring medical educators together.

No discernible impact on actual teaching or scholarship related to teaching or educational innovation as far as I can tell (judging from the scholarly engagement of faculty in our division, so it's a very limited sample).

Great opportunities for those interested in education. If only we could take more time from clinic to participate.

I appreciate the WHEA program and have one faculty member currently participating. The challenge is that I don't have protected time to offer my faculty for the program or for effort related to education, so it doesn't always feel that education is. Supported or important part of the academic mission. In order to benefit, the SOM needs to provide substantial support to those faculty pursuing excellence in education.

would like to see visible support of senior leadership for WHEA activities - research/grant funding and clinical skills still seem to be valued much higher

Thank you for your continued leadership and support!