

**Stanford University School of Medicine**  
**Teaching and Mentoring Academy**  
**Annual Report**  
**AY 2023-2024**

# Overview

The Stanford School of Medicine Teaching and Mentoring Academy is a school-wide entity available to all those who teach and mentor from MD and PhD students to residents/fellows, postdoctoral scholars, and faculty. It is a unique organization that spans the spectrum of education and advances Stanford Medicine's teaching mission at all levels. The Academy was launched in February 2016, and since that time has expanded staffing, programs, and reach. Our mandate is to:

- Improve the quality of teaching and mentoring across the School of Medicine
- Elevate the visibility and recognition of teaching and mentoring contributions
- Recognize excellence and promote innovation in teaching and mentoring
- Create a community of educators

## Programs

To this end, in the 2023-2024 academic year (AY24) we ran the following ten core programs: Grant Writers Workshop, Innovation Grants, Invited Sessions, Mastering Medical Teaching Cohort, Medical & Bioscience Education Day Conference, Medical & Bioscience Education Seminar Series, Mentoring Skills Workshop Series, Office Hours, Teaching Skills for Basic Science and Clinical Faculty (facilitated by Kelley Skeff), and Train the Trainer Pilot.

We also coordinate and support the operation of four programs that are related to the mission and goals of the TMA but directed by faculty in other departments. These programs are: teaching workshops for residents, chief residents, and clinical fellows, facilitated by Kelley Skeff and Georgette Stratos; the Stanford Health Professions Education and Scholarship (SHAPES), a year-long medical education program directed by Sarah Williams and Becky Blankenburg; the Rathmann Fellowship, directed by Andre Kumar; the Postdoc Education Fellows, which was administered by Jim Korndorffer.

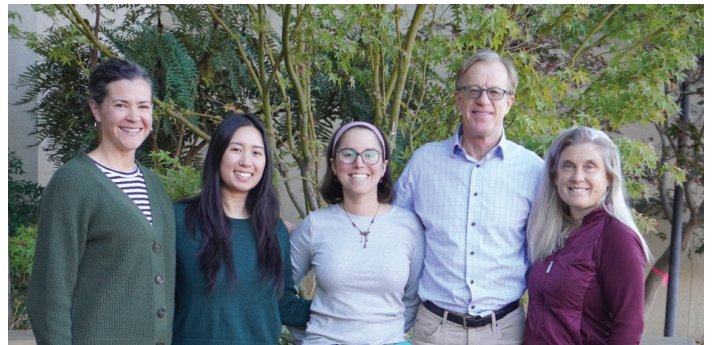
The evaluation data and participant demand documented in this report demonstrate that the Academy is achieving its goal of supporting and promoting excellence in teaching and mentoring across the school. We are especially heartened by evaluation data illustrating the perceived value of our programs on participants' professional development.

## The Mission of The Teaching and Mentoring Academy

*The Stanford Medicine Teaching and Mentoring Academy promotes excellence in teaching and mentoring by developing, supporting, and recognizing dedicated educators to ensure world-class training for the next generation of physicians, researchers, and educators.*

## Staffing

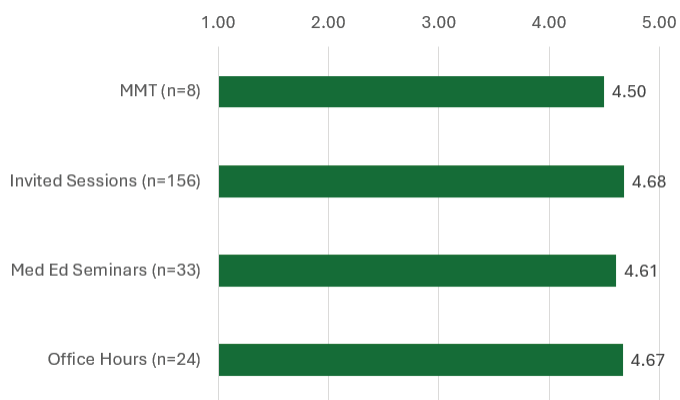
In the 2023-2024 academic year, the Academy added a role for an Associate Director for Evaluation and Scholarship (1 FTE, Alicia DiGiammarino), and this new staff position has been instrumental in helping us to conduct longitudinal studies of two TMA programs, findings from which are outlined in the pages below. Additionally, we welcomed our new Faculty Co-Director for Basic Science (.15 FTE), Julie Baker, Professor of Genetics, after her predecessor Gavin Sherlock stepped down in Spring 2023. We now operate with three FTE staff positions, and two faculty co-directors (.15 FTE and .45 FTE).



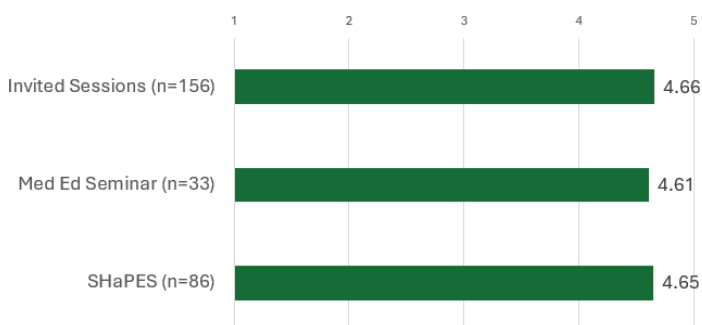
The TMA Team: Christine Schirmer, Claire Medina, Alicia DiGiammarino, Lars Osterberg, Julie Baker

## Aggregate Evaluation Data for TMA Core Programs

On a scale of 1-5, how would you rate the session overall?



On a scale of 1-5, how strongly would you agree that the session contributed your professional development?

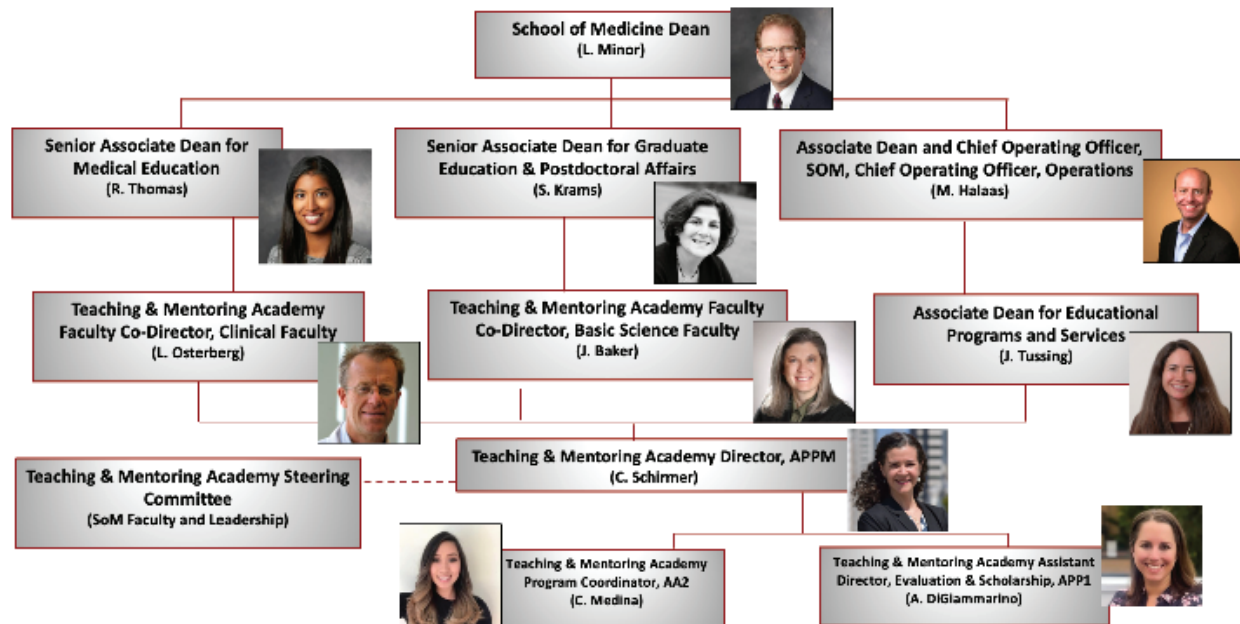


## Attendance at core programs by Stanford Affiliation.

	Grant Writing Workshop	Invited Trainings	Seminar Series	Mastering Medical Teaching	Mentoring Skills Workshop	Total
<b>Clinical Faculty</b>	15	155	32	15	6	223
<b>Biosciences Faculty</b>	0	0	4	0	0	4
<b>Postdoctoral Scholar</b>	3	11	13	0	2	29
<b>Clinical Fellow</b>	2	0	9	2	2	15
<b>Resident</b>	0	0	2	1	0	3
<b>MD Student</b>	0	35	1	0	1	37
<b>MSPA Student</b>	0	28	0	0	0	28
<b>Graduate Student</b>	0	0	3	0	0	3
<b>Staff</b>	2	204	15	0	1	222
<b>Other</b>	3	19	0	1	2	25
<b>Total</b>	25	452	79	19	14	<b>589</b>

# The TMA Team

## Organizational Chart



## Steering Committee Members

### Voting Members

Julie Baker, Professor, Genetics; Faculty Co-Director, Teaching and Mentoring Academy

Linda Boxer, Vice Dean of the School of Medicine

MaryAnn Campion, Professor (Teaching), Genetics

Sharon Chen, Clinical Professor, Pediatrics - Infectious Diseases

Gilbert Chu, Professor, Medicine and Biochemistry

Dan Herschlag, Professor, Biochemistry and Chemical Engineering

Cara Liebert, Clinical Assistant Professor, Surgery

Daphne Martschenko, Assistant Professor (Research), Pediatrics - Stanford Center for Biomedical Ethics

Payam Massaband, Clinical Associate Professor, Radiology

Lars Osterberg, Professor (Teaching), Medicine - Primary Care and Population Health; Faculty Co-Director, Teaching and Mentoring Academy

Carrie Rassbach, Clinical Professor, Pediatrics

Amelia Sattler, Clinical Associate Professor, Medicine - Primary Care and Population Health

David Schneider, Professor, Microbiology and Immunology

Pedro Tanaka, Clinical Professor, Anesthesiology

### Ex-Officio Members

Elizabeth Asonye, SoM Medical Student

Becky Blankenburg, Clinical Professor, Pediatrics; Associate Dean of Graduate Medical Education

Ed Gelernt, PhD Student, Genetics

Sophie Kleppner, Associate Vice Provost; Associate Dean for Postdoctoral Affairs

Sheri Krams, Senior Associate Dean for Graduate Education and Postdoctoral Affairs

Andy Liu, SoM Resident, Radiology

Yvonne Maldonado, Senior Associate Dean of Faculty Development and Diversity

Rebecca Miller-Kuhlman, Assistant Dean of Pre-clerkship Education

Tracy Rydel, Assistant Dean of Clerkship Education

Rania Sanford, Director of Faculty Professional Development, Office of Academic Affairs

Christine Schirmer, Director, Teaching and Mentoring Academy

Latishya Steele, Associate Dean for Graduate Education and Diversity

Reena Thomas, Senior Associate Dean for Medical Education

Cassandra Volpe Horii, Associate vice Provost for Education; Director, Center for Teaching and Learning

Alaa Youssef, SoM, Postdoctoral Scholar, Radiology

# The Year in Review: Core Programs

In AY24 we continued running several of the inaugural programs that have been an on-going resource for the School of Medicine community since 2016: Innovation Grants, MedEd Seminar Series, Mentoring Skills Workshops, and Teaching Skills Workshops. We also added several new programs, described below.

## Innovation Grants

The Innovation Grants program funds projects aimed at innovation and scholarship in teaching, learning, and mentoring at Stanford Medicine. The Academy continues to prioritize projects that show significant promise to: foster collaboration among departments, disciplines, professions, and/or community partners; address inclusive learning settings, mitigating bias, increasing access for underrepresented minority group members, or otherwise confronting racial inequities in medical and biosciences education; show consideration of impact and sustainability, meaning that the project will live beyond the grant funding period.

In AY24 we awarded ten Innovation Grants totaling \$121,127 in grant dollars. Projects and their PIs are detailed in the table below. In an effort to elicit projects with stronger evaluation and study design, we made several revisions to the Request for Proposals.

Additionally, in an effort to build-up the professional development component of grantsmanship, we developed a grant category for Emerging Scholars—grant

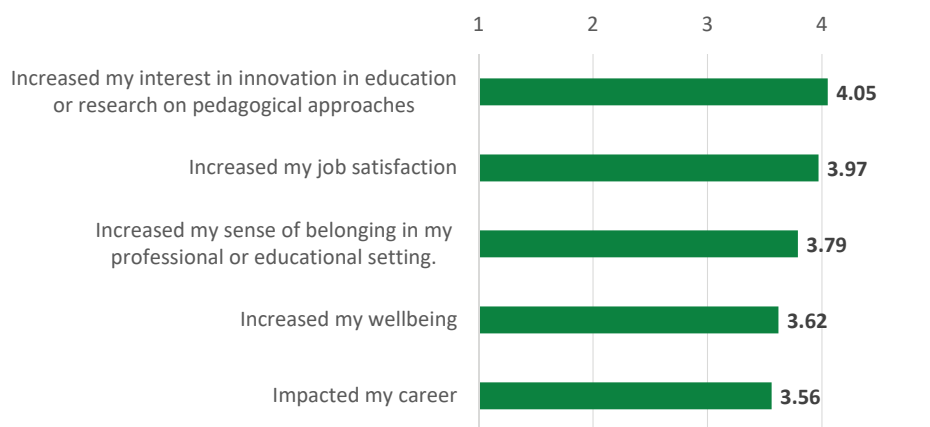
writers who are early career professionals interested in pursuing medical or biosciences education initiatives and who have not received a grant as a PI or had less than \$10,000.00 in total grant funding at the time of proposal submission.

We also undertook a longitudinal study of the impact of our grant program, which is included as a separate report. This retrospective review of the Innovation Grant Program showed that the grants are a powerful resource that serves as a gateway into medical education, impacts medical and biosciences education at Stanford and beyond, advances grantees' careers, and affirms that Stanford School of Medicine values faculty and trainees' interest and efforts in education innovation and research. The outcomes of this longitudinal study substantiate the School of Medicine's continued investment of financial and personnel resources into the Innovation Grant program.

## Grant Writing Workshop

Based on feedback from the Grant Review Committee, we developed a grant writing workshop to support grant writers in creating high-quality proposals. The workshop employed short didactics, quiz questions, and individual reflection to walk participants through how to address each component of the RFP with rigor and quality prose.

Longitudinal Survey Data: "On a scale of 1-5, how much did the grant impact you in the following ways?" (n=39)



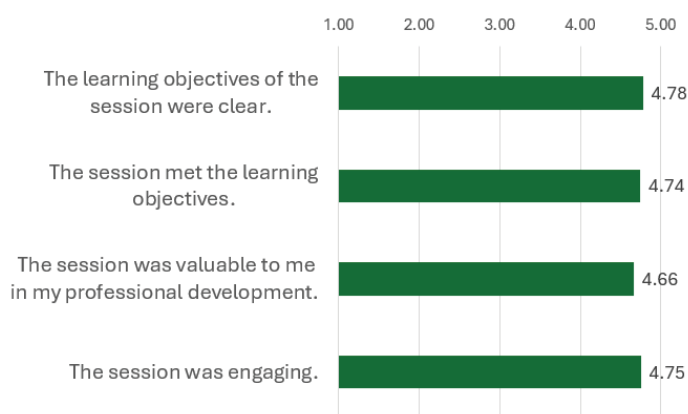


# The Year in Review: Core Programs

## Invited Trainings

Each academic year, various departments and programs reach out to the TMA to request sessions tailored to their group, and this offering has become our most utilized program. Each time we are invited to facilitate these sessions, we meet with the requestor to understand their goals as well as, if relevant, challenges in their department or group that they hope the session will address. We then tailor our session content to include examples that are specific to the audience with a goal of making the sessions as relevant and high-yield as we can. In the 2023-24 academic year, we facilitated 20 invited sessions, reaching over 450 participants including faculty, residents, medical students, MSPA students, postdoctoral scholars, graduate students, staff, and community college students in an ODME summer program.

Invited Trainings: Aggregate Evaluation Data (n=156)



## Train the Trainer Pilot

Our staff capacity cannot accommodate all invited session requests, so in the 2023-24 academic year we piloted a Train the Trainer program with a goal to scale up these tailored training opportunities. We worked with a group of 3 faculty and 3 residents in Neurosurgery and 1 faculty and 1 staff member in Radiation Oncology to pilot this program. Participants were led through four training sessions:

- Introduction to Mentoring, ARTful feedback and learning climate
- Communication skills, conflict management, listening skills, and control of session
- Feedback across identity difference and promotion of understanding and retention
- Receiving feedback

The department teams are now working with continued

support from the TMA to develop trainings for their departments that will be accessible to all and adapted to meet the specific needs of faculty and trainees in their respective specialties.

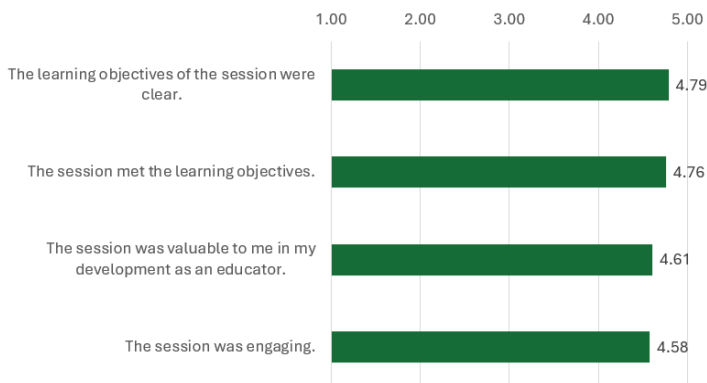


Lars Osterberg delivers an invited training.

## Seminar Series

The Medical & Bioscience Education Seminar Series offers opportunities for the Stanford Medicine community to learn about educational scholarship and innovation in a collegial and collaborative environment. The seminars are offered once per month during the academic year, providing a space for community members to share and get feedback on education-related research and to gain hands-on skills learning to enhance their educational efforts. This year we were pleased to offer seminars covering a variety of topics including: uses for AI in medical education (a 3-part series that included MD student perspectives), avoiding bias in assessment, and tips for literature review searches.

Med Ed Seminar Series: Aggregate Evaluation Data (n=33)



# Innovation Grants 2023-2024

<p><b>Teaching LGBTQ+Health: Improving Provider Knowledge about Transgender Health</b> Michael Gisondi (\$20,000)</p>	<p>Dr. Gisondi's team created the second course in the Teaching LGBTQ+ Health program. This learning resource focuses on principles of gender affirming care. Learners assume the role of a new physician at Cardinal Clinic, where they care for several transgender patients in multiple clinical encounters over many years. Game mechanics are used throughout, and the choices the 'player' makes dictate the progression and outcomes of the patient cases</p>
<p><b>Engineering ChaptGPT Prompts to Build a Library of Case Based Learning Activities for Neurology Resident Education</b> David Hartmann, Rebecca Miller-Kuhlmann (\$2,300)</p>	<p>Drs. Hartmann and Miller-Kuhlmann created a prompt in CHatGPT for creating case based learning exercise and developed a survey to identify which style of prompt produces the best CBL exercises.</p>
<p><b>Teaching Non-Clinical Skills Essential to a Career in Community Hospital Medicine: A Curriculum for Skills Beyond the Bedside</b> Rebecca Ivancie (\$13,893.20)</p>	<p>Dr. Ivancie's team conducted focus groups of participants from across the country regarding components needed for a Community Pediatric Hospital Medicine curriculum. They performed seven focus groups and qualitatively analyzed the data.</p>
<p><b>Establishing a high-fidelity laparoscopic training curriculum for trainees in Obstetrics &amp; Gynecology</b> Susan Lang, Babak Litkouhi (\$12,869)</p>	<p>Drs. Lang and Litkouhi successfully designed and implemented a new laparoscopic training program for senior OB Gyn residents.</p>
<p><b>Reducing Interpretive Errors on Common Imaging Studies through Deliberate Practice and Mastery Learning</b> Amanda Rigas, Margaret Lin (\$10,000)</p>	<p>Drs. Rigas and Lin compiled case sets on three diagnostic entities and didactic videos on two of the diagnoses. Experts went through one of the cases to establish the mastery level.</p>
<p><b>The Effect of Experiential Learning on Medical Career Self-Efficacy Among Community College Students</b> Dawn Siegel, Chris Youn, Charbel Bou-Khalil (\$3,190)</p>	<p>Dr. Siegel's team partnered with Cañada Community College to co-design the content, format, and location of dermatology-based workshops for community college students. They developed a medical career pathways guide per their partners' recommendations and conducted six workshops at Cañada college. They collected mixed methods data, analyzed the data, and synthesized the findings.</p>
<p><b>The Impact of a Racial Justice Curriculum on Medical Educator's Attitudes and Behaviors on Teaching Health Equity</b> Samantha Wang, Kevin Chi (\$10,000)</p>	<p>Drs. Wang and Chi worked with partners to conduct multi-site implementation and evaluation of an anti-racism curriculum. They also created an evaluation metric for the curriculum based off knowledge, attitudes, and behaviors.</p>
<p><b>Artificial Intelligence Dashboard for Surgical Performance Feedback</b> Sophia Wang (\$20,000)</p>	<p>Dr. Wang's team implemented a new deep learning model which includes new performance metrics derived from AI detection of instrument and anatomical landmarks, including instrument total path length, area covered, and maximum velocity. With residents at Stanford and Colorado University uploading videos, they discovered and fixed WebApp errors where the user uploaded videos were not being processed correctly, leading to model performance errors on the originally implemented model.</p>
<p><b>Development of a Longitudinal Peer Support Curriculum for Trainees in Anesthesiology</b> Alexandra Ruan (\$9,975)</p>	<p>Dr. Ruan expanded her pre-existing curriculum on critical events and peer support to a three part series for the residency program. She delivered 3 workshops to the anesthesia residents, administered pre- and post- workshop surveys, and conducted 3 qualitative interviews.</p>
<p><b>Validating a Tool for an Instructional Video Curriculum for Identifying Pediatric Respiratory Distress</b> Rishi Mediratta (\$17,500)</p>	<p>Dr. Mediratta's team developed validity evidence for a survey about identifying respiratory distress in children. They recruited 21 experts in pediatrics, emergency medicine, critical care, and respiratory therapy from the across the world to review the survey for content, relevance, and clarity. Response process validity was evaluated through cognitive interviews with eight pediatricians, They piloted the survey with providers and disseminated the curriculum and survey.</p>

# The Year in Review: Core Programs

## Mastering Medical Teaching Cohort

The Mastering Medical Teaching Cohort is a community of educators who, over the course of 9 months, work together through the online course, Mastering Medical Teaching. The course, developed by Kelley Skeff and Georgette Stratos, contains 8 modules that cover the educational framework developed by Skeff and Stratos. Cohort participants work on each online module asynchronously and then come together monthly to discuss the content and its application to their own teaching. This was the 3rd year that we offered this cohort, and of 20 participants, 17 attended 3 or more of the monthly sessions. We also offered an accelerated version of the MMT cohort for 18 faculty at the University of Global Health Equity in Kigali.

Additionally, we undertook a study of the first two years of this pilot to understand its impact, successes, and areas for improvement. Since 2021, 22 clinical faculty attended at least 3 sessions with their cohort. On average each participant attended 5 of the nine sessions. In fall 2023, the learner experience was assessed via semi-structured interviews and focus groups with a total of 13 learners. Though they requested more workshopping of their own experiences and refreshers for alumni to continue engaging with the material, learners highly valued:

- The accountability and structure provided by the monthly meetings.
- Hearing perspectives of colleagues with different specialties, seniority levels, teaching settings (e.g. inpatient vs outpatient), and learner types (e.g. medical students vs fellows).
- Opportunities to “normalize” struggles and share strategies in small groups.
- Building community with colleagues dedicated to excellence in medical teaching.

The overwhelmingly positive feedback the model received supports our hypothesis that providing space to longitudinally connect around teaching skills can transform an online medical teaching course into a dynamic, high-impact learning experience.

## Mentoring Skills Workshop

This three-part series covers topics ranging from essentials of good mentorship, communication and listening skills, giving feedback, and setting expectations

**“When I can actually talk about it, articulate it, describe it, get feedback from others, hear about their experiences in the real world and think about how that applies to my experiences, that’s really the crux of it, because otherwise learning these skills is just, you know, a flat piece of paper.”**

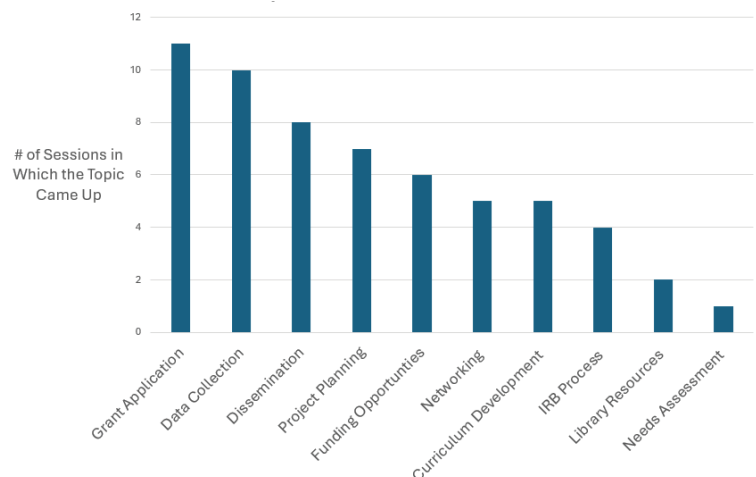
**-Mastering Medical Teaching Cohort Participant**

with mentees. Given the number of invited sessions we are asked to lead each year, we have reduced this offering from three times per year to once each spring.

## Office Hours

With the onboarding of our Associate Director for Evaluation and Scholarship, we were able to begin offering consulting services for faculty, residents, post-docs, students and others working on education innovation and research projects. All members of the School of Medicine community can schedule a 1:1 session for guidance or brainstorming on project planning, implementation, evaluation, or dissemination. Office Hours are intended for faculty, residents, post-docs, students, and staff affiliated with the Stanford School of Medicine who are designing or implementing innovation and research projects related to education, teaching, and/or mentoring.

Topics Covered in Office Hours





# The Year in Review: TMA Supported Programs

The TMA supports several medical education programs in the School of Medicine, detailed below. While we do not provide financial support to these efforts, we offer in-kind support through administrative coordination, assistance with promotion of events, and consultation.

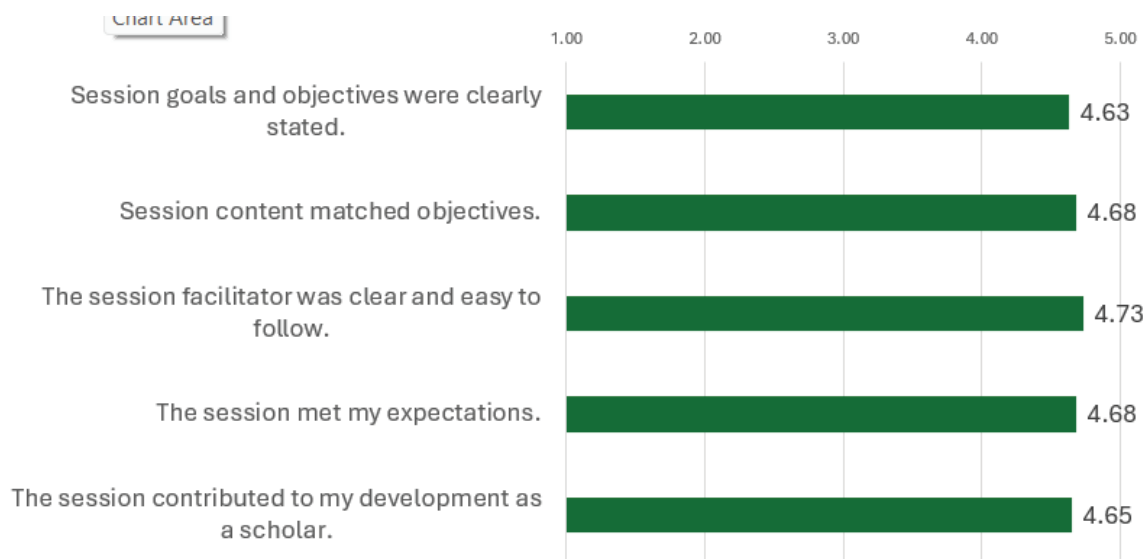
## Stanford Health Professions and Education and Scholarship Program (SHaPES)

The SHAPES program is a year-long professional development curriculum in medical education, designed to introduce clinical educators (faculty, fellows, residents, and students) to fundamental concepts in education. It includes an Honors Certificate Program in Medical Education that is meant to recognize participants with a dedication to medical education, demonstrated by regular attendance at seminars and completion of a scholarly project. Honors Scholars submit a project proposal as their application to the program and are paired with a mentor who supports their progress over the year. Scholars present their projects at the annual Stanford Innovations in Medical Education Conference (SIMEC). The Honors Program is a multi-disciplinary program open to all medical students, residents, fellows, staff, and faculty with an interest in medical education.



SHaPES Directors, Sarah Williams and Becky Blankenberg, give a certificate to a graduating participant.

SHaPES Sessions: “How strongly do you agree with the following statements?” (n=86)



# The Year in Review: TMA Supported Programs

## Teaching Skills Workshops

Drs. Kelley Skeff and Georgette Stratos facilitate special workshops for the TMA twice each year, with one session geared toward clinical faculty and the other for bioscience faculty. Additionally, TMA coordinates registration and marketing for workshops for residents and chief residents (facilitated by Dr. Skeff and sponsored by the Office of the Senior Associate Dean for Medical Education).

## Rathmann Family Fellowship for Patient-Centered Care

This fellowship, supported by an endowment from the Rathmann family, provides part-time protected funding for one year of support for a Stanford faculty member, fellow, or chief resident to pursue scholarly activities focused on the promotion of patient-centered care in medical education. Areas of focus may include instructional design, curriculum development, and/or evaluation. Alternatively, individuals may have topical areas of focus, such as clinical skills, compassion and humanism, or professionalism that they choose to pursue as part of their scholarly project. In addition to the scholarly project, fellows are expected to attend a weekly Medical Education Fellows' Seminar covering theory and methods in medical education research under the supervision of the program's faculty director, Andre Kumar, Clinical Associate Professor of Medicine, and to teach one afternoon per week as part of the Practice of Medicine course.

## 2023-2024 Rathmann Fellows

### Elisa Phillips, MD



**Dr. Phillips conducted a mixed methods multi-institutional study exploring pediatric resident experience with mistreatment from patients and families. She found**

**that mistreatment from patients and families negatively affects pediatric resident well-being, learning, and professional identity, with particular impacts to UIM trainees. Her study characterizes this mistreatment, explores its effects, and informs ways that institutions structure support to navigate mistreatment while optimizing trainee learning and professional identity formation, along with patient care. Dr. Phillips' project was awarded the Academic Pediatric Association's Ray E. Helfer Innovation in Medical Education Award and she is currently preparing her manuscript for submission.**

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### Takudzwa Shumba, MD, MPH



**Dr. Shumba investigated the impact of a novel integrative medicine curriculum on trainee attitudes toward integrative medicine. Her study characterizes student knowledge and attitudes**

**toward integrative medicine before and after the intervention using mixed methods methodologies that captured survey responses and qualitative interviews.**

# Conclusion

Marked by the addition of systematic collection of both day-to-day and longitudinal evaluation data, 2023-2024 was an exciting year for the Teaching and Mentoring Academy. In 2024-2025, we are excited to continue offering our core programs, publish in academic journals, present at multiple national conferences, and pilot new programs. In 2024 - 2025 we are piloting:

- Increased support for bioscience faculty
- Workshops for an Emerging Scholars Cohort of grantees
- A comprehensive four-session, interactive Feedback Series
- Fee-for-service for requests from entities external to Stanford University

We also recognize that there is much to be done to enhance the learning climate in the School of Medicine such that it is a place where both learners and educators feel excited to be, feel they belong, and feel they can learn and hone their practice in an environment that is welcoming, rewarding, and safe. To this end, in the 2024-2025 academic year we have turned our attention toward supporting the MD program and Office of Graduate Education and Postdoctoral Affairs in addressing learning climate, mistreatment, and developing a culture of feedback across departments.