

## **Educator's Portfolio**

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Assistant Professor of Medicine

I have dedicated approximately 55% of my effort to teaching and educational activities as an Assistant Professor on the Clinical Track. My teaching activities have occurred in a variety of settings as outlined below.

### **Section 1: Summary of Teaching Activities and Time Commitment**

#### **Pre-Clinical: M1 - M2 Students**

**Small Group Instructor, Patients and Populations I and II, 2004 and 2006 (10 hours/yr);** I was a faculty small group leader for sessions on EBM and Biostatistics. I taught basic clinical epidemiology principles of pre-test probability, likelihood ratios and post-test probability using case-based examples. The course extended over 2-3 days each year.

**Instructor, Clinical Educator Program, 2003-2005 (200 hours/yr);** I served as a small group instructor (approximately 10 students) to teach M1 and M2 students the core components of clinical history taking and the physical exam as part of their Clinical Foundations of Medicine course. I had 10% of my effort supported by the Medical School for these 2 years during which I taught ~40 half-day sessions each year using both actual and simulated patients. I also served as an instructor for the M2 Comprehensive Clinical Assessment during these 2 years. No specific evaluation data is available as this predates the inclusion of this activity in the medical school's formal evaluation process. However, based on informal evaluations I was asked to continue in the program after 2 years but declined due to my new educational commitment in the Internal Medicine residency program.

#### **Clinical: M3-M4 Students**

**Attending Physician, General Internal Medicine Inpatient Services, 2002-Present (75 hours/yr);** During this time I served as an attending physician for 3 to 6 months per year (current commitment is 3 months per year). During these months I might supervise one third or fourth-year medical student during their core clerkship or sub-internship (students were not present every month). My responsibilities included didactic and clinical teaching and mentoring for approximately 2-3 hours per day. Formal evaluations from these students have rated me an average of 4.5 (out of 5) overall and are attached.

### **GME: Internal Medicine Residents**

**Associate Program Director, Internal Medicine Residency Program, 2005-Present (1000 hours/yr);** The largest part of my educational activities center on the Internal Medicine residency training program. I have served as Associate Director of the program overseeing the scheduling, development, coordination and quality of all inpatient based rotations and activities for all 125 internal medicine residents and 32 medicine-pediatrics residents during the time they spend on internal medicine. I also have oversight of residents who rotate from other departments including anesthesia interns (2 months/year), family medicine interns (1 month/year) and emergency medicine residents (1 month/year). My major role is to oversee all residents educational and clinical experiences in the inpatient arena including inpatient ward rotations and consult experiences (approximately 65% of our residents overall time is spent in the inpatient arena). I also play a major role in advising approximately one-fourth of our residents, in evaluation and assessment of our residents including co-chairing our evaluation and promotions committee and in the recruitment and interviewing of candidates for our residency program. In this role I am a regular faculty participant in inpatient morning report and chief of service teaching rounds and lecture annually on the topic of health care economics. I have also spent significant time and effort in the development, oversight and implementation of a novel patient safety and quality improvement curriculum for our residents.

**Attending Physician, General Internal Medicine Inpatient Services, 2002–Present (300 hours/yr);** I have served as an attending physician from 3 to 6 months per year during this time period with a current commitment of 3 months per year. During these months I typically supervise 2 to 3 PGY 1- PGY 4 residents at a time on our general medicine services each month. My responsibilities include daily clinical teaching, didactic teaching and mentoring averaging 3-4 hours per day.

### **Practicing/Peer Physicians**

**National Professional Society Educational Activities, 2006- present (150 hours/yr);** Over the past 4 years, I have given over 15 extramural invited presentations and workshops at regional and national professional society conferences including the Society of General Internal Medicine (SGIM), Society of Hospital Medicine (SHM), Association of Chiefs in General Medicine (ACGIM) and Association of Program Directors in Internal Medicine (APDIM). In addition for the past 2 years, I have served as co-course director for a professional society sponsored course called the “Academic Hospitalist Academy”. I along with my two co-directors came up with the concept and created this course 2 years ago. It is a 4 day intensive development course for approximately 80 early career hospitalist faculty from across the country. In its first year (2009) it was the most highly rated course ever put together by the 3 sponsoring societies (SGIM, SHM, ACGIM) with a global rating from participants of 4.85/5.00. I also have served as Chair of Education for the Society of Hospital Medicine for the past 2 years where I set the direction for and provide oversight of the entire educational enterprise of this professional society of nearly 10,000 members.

## Section 2: Most Important Teaching Contributions

### 1. GME: Internal Medicine Resident Education

**Educational Program Administration and Teaching Responsibilities:** Since 2005, I have served as Associate Director of the Internal Medicine Residency Program overseeing the entire inpatient experience for over 150 medicine and medicine-pediatrics residents. My duties include (a) individual mentoring and advising for over 35 residents, (b) recruiting new interns each year, (c) overseeing the entire 3-year schedule and curriculum, (d) serving as co-chair of the House Officer Evaluation and Promotions Committee, (e) serving as co-chair of the House Officer Selection Committee, (f) ensuring compliance with all ACGME regulations that apply to the inpatient arena and (g) mentoring our chief residents through the educational and administrative duties they perform. I also oversee the clinical and educational experiences for our residents in their inpatient rotations that comprise nearly 65% of their time. Over the past few years, the program implemented significant changes in order to restructure our inpatient educational and clinical services to comply with the new ACGME duty hours mandates. I led many of these efforts with a focus on redesigning our inpatient services and ensuring an optimal educational environment. In addition, during this period I have continued to serve as an inpatient general medicine teaching attending for 3 to 6 months per year where I teach residents in the clinical setting.

**Curricular Design and Development:** I and three of my colleagues together developed and implemented a novel patient safety and quality improvement curriculum (The Patient Safety Learning Program) for our internal medicine residency program that has been recognized locally and is recognized as a model for other residency programs nationwide.

**Evidence of Quality:** Resident Teaching Evaluations and Awards: I have received the H. Marvin Pollard Award for Resident Teaching, the highest resident teaching award in our department. I and three of my colleagues were recently awarded the University of Michigan Provost's Teaching Innovation Prize, which is a campus-wide award for teaching innovations. This award recognized our work in developing and successfully implementing our Patient Safety Learning Program. I have been rated in the top quintile of teachers based on residents monthly end of rotation evaluation scores over the past several years with a 3-year average global rating of 4.73 (out of 5) and an average-item rating of 4.70 (out of 5.0) based on 77 evaluations. In addition in 3 out of the past 5 years I have received a teaching bonus, given to the top 30 resident and medical student faculty teachers in the department. Detailed and summary data of resident teaching evaluations (monthly) are attached.

Academic Outcomes: Our residency program recently received the full 6-year accreditation cycle by the Residency Review Committee of the ACGME. Our program received commendation in many areas in which I played an integral role including the development of our supportive inpatient educational environment. Our patient safety learning program which I helped develop was awarded a large (\$900,000 over 3 years) internal GME Innovations Fund grant. Finally, we have presented our patient safety curriculum work at multiple national meetings and it is increasingly viewed as a national model for such programs. We were a winner of the best GME Innovation award at the annual meeting of the Central Group of Educational Affairs of the Association of American Medical Colleges in 2009.