

Stephen Hines

Teaching CV Example

Domain 1b: Development of Enduring Educational Materials – Stephen A Hines

2012 – present: The Pathology Card Sorting exercise * See Reflective Statement for more info.

Role = Developer: 6 laboratory exercises

*A concept sorting and linking exercise that is intended to teaching students to identify deep features of clinical scenarios and pathology problems and to connect key concepts of disease. * See Reflective Statement for more info.*

2012 – present: The Brain Stretchers. VM546 Systemic Pathology

Role = Co-developer with summer student: 11 online formative assessment modules

In collaboration with 2 summer students, we developed 11 self-paced, weekly/semi-weekly online exercises for students to practice and get feedback using questions/problems from previous year's Systemic Pathology exams. These exercises were designed to (a) help students gauge how well they are keeping up with the material in this large 6 credit course, (b) give them exposure to the unique format of Sys Path exams, and (c) provide practice and feedback on the many Sys Path exam questions/problems that require integration with other organ systems and other courses.

Commented [ES1]: Excellent example of learning outcomes expected

2008 – present: Create a Case & Case Presentation Exercise. VM546 Systemic Pathology

Role = Developer: 2 pre-laboratory writing assignments

As an introduction to learning to integrate/connect pathological lesions to clinical disease and to understanding "mechanisms of disease", students are assigned 1 diarrheal disease and 1 hepatobiliary disease, and required to write a complete case description for each. Expectations include a prototypic case scenario, pathogenesis, description of the lesions, and pathophysiology (explanation of how the lesion or lesions produce the clinical problems seen in the scenario). Students also present their cases in a small group clinical rounds format as part of learning effective and efficient communication.

2008 – present: Introduction to the Problem Oriented Medical Record (POMR) and Academic "SOAP"

Role = Developer: 50 minute video + 17 online cases

After viewing a video on the POMR and writing "Academic SOAPS" (a term I think we coined), students are required to choose and work through 2 online cases (one GI case and one hepatobiliary case), and write their first SOAPS. The goal is for students to write SOAPS as they will be expected to write them in their small animal referral medicine rotation in Year 4. Feedback is provided using a rubric and a team of trained 3rd year Teaching Assistants. After their SOAP is submitted, students also have immediate online access to an annotated prototype of a student SOAP of the same case.

2013 – present: YouTube videos – produced by hiring vet students as part-time summer TAs

Role = Co-developer in collaboration with several summer students since 2013

- How a Sys Path exam works: <https://www.youtube.com/watch?v=vV4RMjzBRAQ&feature=youtu.be>
- How a Diagnostic Challenge works: <https://www.youtube.com/watch?v=YUwbYpOAYD4&feature=youtu.be>

Commented [Gu2]: It would be helpful to know if this has been shared outside of your course. If it has hyperlinking to that material would be useful.

- Instruction on how to efficiently & effectively present a clinical case, as you will in Sys Path labs, DC exercises, 4th year rounds, and when turning over a case to a colleague – Developed in 2013, revised in 2015:
 - Video #1: [Intro & Molly case](#) 9 min. 22 sec.
 - Video #2: [Molly Wrap-up](#) 1 min. 34 sec.
 - Video #3: [Large animal herd case](#) & Wrap-up