

## **Curriculum Vitae**

**NAME:** Phyllis B Gold

**RANK:** Assistant Professor

**CLINICAL SPECIALTY:** Diplomate, American College of Pathology (ACVP)

**EMPLOYMENT:** Department of Pathology, MyState University, College of Veterinary Medicine,  
CollegeTown, MyState

**DATE HIRED:** 08/01/2014

**FTE DISTRIBUTION:** 12 month (1.0 FTE) appointment in College of Veterinary Medicine

- 20% research
- 25% clinical service
- 50% teaching (clinical and classroom)
- 05% academic service

### **Education and Employment Information**

#### **Education**

2011-2014 Residency in Pathology, AnotherState University, College of Veterinary Medicine,  
CollegeTown, AnotherState

2011-2014 Master in Science (MS), Department of Pathology, AnotherState University, College  
of Veterinary Medicine, CollegeTown, AnotherState

2010-2011 Rotating Internship, Veterinary Specialty Clinic, BigCity, EastCoastState

2010 Doctor of Veterinary Medicine (DVM), OneState University, College of Veterinary Medicine,  
SmallTown, OneState

2006 Bachelor of Science, Cum Laude, (pre-veterinary studies – biology major), AState University,  
College of Sciences, QuaintTown, TheState

#### **Research Interests**

- Veterinary oncology
- Cardiopulmonary disease
- Comparative pathology, including host response to biomedical implants
- Innovative teaching and the science of learning

#### **Professional Experience**

2014-present: Assistant Professor – (12 month, 100% appointment)  
Department of Pathology, MyState University, College of  
Veterinary Medicine, CollegeTown, MyState

### Professional memberships

- American Veterinary Medical Association, 2010-present
- American College of Veterinary Pathologists, 2014-present
- American Association of Veterinary Laboratory Diagnosticians, 2014-present
- MyState's Veterinary Medical Association, 2014-present

## Teaching, Advising and Other Assignments

### Instructional Summary (Teaching Effort is 50%)

I teach in the pre-clinical professional veterinary curriculum and also Diagnostic Services (i.e. necropsy rotation) to final year veterinary students. In my current position, I am one of full-time pathologists with primary responsibility for resident teaching.

### Credit Courses Taught 2014-present

- Courses where student evaluations of teaching available are marked with †.
- Courses where I have had peer observations of teaching are marked with \*.

Student and peer review data is appended in Supporting Materials

### DVM795: Pathology Services †\* - 2 credits

- Course level: Professional core curriculum, 4<sup>th</sup> year
- Role: Instructor
- Instructional technique(s): Case based learning (clinical teaching) using routine diagnostic submissions, small and large group discussions
- Evidence of effectiveness: Student evaluation of teaching, peer observation, small group discussion

The overseeing pathologist is responsible for teaching students appropriate necropsy technique, application of pathology knowledge, how to perform an appropriate diagnostic work up, review and critical feedback of necropsy reports, biopsy and necropsy histopathology rounds, and moderating weekly gross pathology rounds. I estimate that for each week on necropsy rotation, I have an average of approximately 15hrs of direct student interaction.

<b>DVM795:</b>		
Term	Students	Weeks
Fall 2014	7	2
Winter 2015	9	2
Spring 2015	5	1
Fall 2015	4	1
Winter 2016	10	2
Spring 2016	3	1
Summer 2016	10	2
Fall 2016	15	3
Winter 2017	10	2
Spring 2017	9	2
Fall 2017	18	4
Winter 2018	9	2
Spring 2018	12	3

**DVM732: Pathology Rounds: Clinical Rotations**

- Course level: Professional core curriculum, 4<sup>th</sup> year:
- Role: Instructor
- Instructional technique(s): Student-led grand rounds; group discussion; interactive blinded specimen review
- Evidence of effectiveness: None available

I am a pathology faculty representative for weekly Pathology Rounds, attended by senior veterinary students. These run all year round on Wednesdays between 8.30-9.30am. For all clinical rotations, student attendance at these rounds is either a formal requirement or strongly encouraged. Approximately 30 students attend these rounds per week; I estimate that each 4<sup>th</sup> year student will attend these rounds on at least five occasions. In my role as an instructor I directly present cases, mentor students in advance of presentations, pose questions to attendees, provide constructive critique, and reinforce pathology concepts. In 2017 I began implementing a change in format (blinded specimen review), intended to emphasize tissue responses to injury, morphologic diagnosis, and assimilation of pathology and clinical disease.

**Year Multiple rotations Seminar (hrs)**

- 2014 56 students ~25hrs
- 2015 56 students ~40hrs
- 2016 56 students ~40hrs
- 2017 56 students ~40hrs
- 2018 56 students ~40hrs

**DVM 749: Problem Solving - 1 credit each**

- Course level: Professional core curriculum, 1<sup>st</sup> year
- Role: Instructor
- Instructional technique(s): Problem based learning, group discussion
- Evidence of effectiveness: None available

I volunteer for between 1-3 sessions per year. Each class is conducted over 2-3, 2hr group discussion sessions. The moderator acts to oversee student dialogue, stimulate group discussion and offer guidance for self-directed study.

<b>DVM 749</b>		
<b>Term</b>	<b>Students</b>	<b>Lecture/lab (hrs)</b>
Fall 2014	8	6 / 0
Winter 2015	8	6 / 0
Spring 2015	8	6 / 0
Fall 2015	8	6 / 0
Fall 2016	8	6 / 0
Fall 2017	8	4 / 0

**DVM750: Systemic Pathology I †\* - 4 credits**

- Course level: Professional core curriculum, 2<sup>nd</sup> year
- Role: Instructor

- Instructional technique(s): Didactic, problem-based, flipped class, polling technology with higher level discussion, team-based learning, snowball assignments
- Evidence of effectiveness: In-class note cards, polling software (formative assessment), student evaluations of teaching, peer observation

This team-taught course discusses tissue responses to injury as they relate to different organ systems.

<b>DVM750</b>		
Term (Discipline)	Students	Lecture/lab (hrs)
Fall 2015 (Endocrine Pathology)	56	3 / 3
Fall 2016 (Endocrine Pathology)	56	3 / 3
Fall 2017 (Endocrine Pathology)	56	3 / 4
Fall 2016 (Skeletal Pathology)	56	5 / 3
Fall 2017 (Skeletal Pathology)	56	6 / 5

#### **DVM751: Systemic Pathology II** †\* - 4 credits

- Course level: Professional core curriculum, 2<sup>nd</sup> year
- Role: Instructor and course coordinator (as of winter 2017)
- Instructional technique(s): Didactic, problem based, flipped class, polling technology with higher level discussion, team-based learning, game based learning
- Evidence of effectiveness: In-class note cards, polling software, student evaluation of teaching, paired assignments, peer observation

This team-taught course discusses tissue responses to injury as they relate to different organ systems. This is a direct continuation of DVM750.

As course coordinator of this course, I am working with multiple team members to generate measurable learning objectives.

<b>DVM751</b>		
Term (Discipline)	Students	Lecture/lab (hrs)
Winter 2016 (Renal Pathology)	56	3 / 3
Winter 2017 (Renal Pathology)	56	3 / 3
Winter 2018 (Renal Pathology)	56	3 / 3
Winter 2017 (Transboundary disease)	56	1 / 0
Winter 2018 (Transboundary disease)	56	1 / 0

#### **DVM717: Veterinary Physiology** † - 5 Credits

- Course level: Professional core curriculum, 1<sup>st</sup> year
- Role: Instructor
- Instructional technique(s): Didactic, case-based learning; polling technology
- Evidence of effectiveness: Student evaluations of teaching

I teach one, two-hour lecture in muscle physiology/pathophysiology to first year veterinary students. This class serves to reinforce basic concepts and demonstrate how these are applicable in instances of natural disease.

<b>DVM717</b>		
Term	Students	Lecture/lab (hrs)
Fall 2015	56	2 / 0
Fall 2016	56	2 / 0
Fall 2017	72	2 / 0

### **Clinical Service**

26 Weeks Clinic Service - The overseeing pathologist is responsible for teaching students appropriate necropsy technique, application of pathology knowledge, how to perform an appropriate diagnostic work up, review and critical feedback of necropsy reports, biopsy and necropsy histopathology rounds, and moderating weekly gross pathology rounds. I estimate that for each week on necropsy rotation, I have an average of approximately 15hrs of direct student interaction.

### **Mentoring and Advising**

#### **MyState University Residency Program Director (2015-present)**

In this role I am responsible for:

- Collecting and assimilating faculty – resident feedback
- Ensuring transparent faculty - resident expectations
- Primary faculty liaison for collecting resident programmatic concerns
- Delivering constructive feedback during bi-annual resident reviews
- Compiling data from quarterly histology quizzes and fortnightly gross quizzes. This formative residency assessment helps to inform the residents of their progress through the program; it also helps the faculty reflect upon the efficacy of their teaching
- Annual selection of incoming residents (shared with a colleague)

Since assuming this role, I have overseen the following outcomes:

- A new memorandum of understanding, serving to clearly define residency expectations
- Implement a transition in resident case load that will enhance trainee autonomy
- Advance resident research productivity (personal contributions towards published resident research are listed elsewhere).

#### **Residents and Graduate Students**

Since attaining board certification in, I have contributed to mentoring 22 veterinary pathology residents. I have had extensive, one-on one training interactions (>200hrs per resident over the course of their residency) with those marked with a \*.

In training residents, I am part of a team of five full-time pathologists responsible for preparing students for a career as an anatomic pathologist. Specifically, my role as resident instructor includes:

- Direct supervision of approximately 24% of all resident OVDL cases (see graph)
- Review all necropsy and biopsy cases one-on-one at the microscope
- Critical feedback on all diagnostic reports
- Participation in weekly diagnostic pathology rounds

- Participation in Joint Pathology Conference (resident) slide rounds
- Faculty co-moderator of surgery-oncology-pathology rounds
- Primary faculty moderator of cardiopathology rounds
- Journal club review (activity ceased in 2015)
- Mock gross and histopathology slide exams
- Mentor for resident research projects (see scholarly activity)

*Outcome measures:*

- 19/19 completed residency training and 16/19 are now Diplomates of the American College of Veterinary Pathology (DACVP). Trainees have pursued diverse careers in diagnostic pathology, academia, biopharmaceuticals and contract research organizations.
- See scholarly activity for evidence of my role as a mentor, culminating in successful peer-reviewed publication of resident research.
- At MyState University I have implemented a strategy to track resident diagnostic progress over the course of three years. Since February 2017 I have compiled data from weekly pathology quizzes (administered by a colleague) and quarterly histology quizzes (administered by me). By tracking these formative assessments, residents are able to measure their progress through the program; it also helps the faculty reflect upon the efficacy of their teaching and identify areas of programmatic improvement

I have been active in the training of the following residents during the period of this review. \* indicates primary advisor; ( ) indicates post- training position

- |                         |                          |              |
|-------------------------|--------------------------|--------------|
| • S Holmes, DVM         | June 2014-September 2014 | (→Academia)  |
| • DR Watson, DVM*       | June 2014-June 2016      | (→ Academia) |
| • E Morse, DVM, PhD*    | June 2014-2017           | (→ Academia) |
| • A Christie, DVM, PhD* | June 2015-2018           | (→ Academia) |
| • MS Marple, DVM*       | June 2016-present        |              |
| • H Poirot, DVM*        | June 2017-present        |              |

### Advising

I volunteer as a faculty mentor for students within My University. To date I have mentored nine veterinary students, providing them with academic and informal advice as needed (ie. study guidance, work-life balance, career progression). I was responsible for small group pathology instruction, facilitating external rotations in diverse fields (industry, diagnostic labs, poultry, zoo animal, laboratory animal), advising for residency applications, and writing letters of reference.

### Teaching Awards

- 2018 – Pathology instructor of the year;  
*This award is given to one of the pathology faculty and is voted upon by the DVM students. The award is for recognition of advising, student engagement and mentoring excellence.*

### Invited Guest Lecturing and Continuing Education

- 2017 Overview of Cardiovascular Pathology  
Invited review at Somewhere Else University  
Attended by cardiology residents and SEU faculty (approximately 10 people; 4hrs lecture)
- 2014 Advanced systemic pathology: Cardiovascular pathology
- A Different University (4 residents; 3hrs lecture)

## Professional Educational Memberships

2016 – present My State University Teaching Academy.  
*The Teaching academy has monthly meetings where speakers from our university or from other institutions discuss ways to more effectively teach and train our students and residents. These sessions are held at noon on Fridays and include educational pedagogy, tricks and tips, outcomes assessment, question writing, etc.*

## Academic Service

2016 – 2018 Internship Committee – this committee is charged with selecting interns for the veterinary teaching hospital. *ROLE: I am an “outside” committee member that interacts with the interns but does not directly mentor or direct the interns. This committee requires approximately 65 hours of effort each year in advising and selecting interns.*

2017 Faculty Search Committee – I was a member of the Search Committee for a Veterinary Neurologist. This required approximately 45 contact hours with meetings and interviews.

## Curriculum Development and Teaching Scholarship

### Regional Biennial conference (Prairie State University)

In summer 2017 I enrolled in this three day conference which focused on strategies for institutional change, educational research, and professional development. I presented in the teaching experiments forum (regarding statistical skill development for veterinary students). I also attended the keynote workshop on cognitive bias and strategies for teaching critical thinking; another workshop examined how to build an educator’s dossier, and how to coach other faculty at home colleges. After attending this conference I gave two short presentations on cognitive bias to veterinary faculty at MyState State University.

### Regional Veterinary Educators Program

In fall 2016 I enrolled in a two day program that introduced instructors to contemporary pedagogical techniques. This course helped me refine my teaching philosophy and ensure it is congruent with my practice and examination techniques. As a direct consequence of this program I am also actively engaged in a community of practice with other faculty members at My State-CVM. Using concepts from this course, I have extensively implemented changes in the second year didactic curriculum (DVM750 & 751). See peer observations of teaching and educator’s professional dossier.

### Peer observations of teaching

I have had peer observations of teaching performed at my previous university (cardiovascular pathology to graduate students) and MyState State University (musculoskeletal and urinary pathology to professional students; diagnostic services rotation). I have used these reviews to reflect upon my pedagogy, and implement changes. Further details are discussed in my educator’s professional dossier.



## New Course Development:

### Conception and Implementation of Collaborative Cardiac Pathology Rounds

In collaboration with a colleague (Clinical Sciences), I have developed a once monthly, interactive seminar for pathology and cardiology residents. This seminar serves to foster a close relationship between the two services. It reinforces correlations between clinical cardiology and anatomic pathology, highlights relevant primary literature, stimulates group discussion relating to abnormal cardiac structure/function, and identifies areas for service improvement.

## Publications and Research Activity

### Instructional Publications (Peer-reviewed, while at MyState University CVM)

1. **Gold, PB** and Green, ME. Increasing Pathology Resident Awareness of Clinical Reasoning Errors Through Reflective Case Debriefing. *J Vet Med Educ* 2018 33:222-244.  
Responsible for experimental design, collection of student performance data, data analyses and 80% of manuscript writing.

### Pathology Publications (All peer-reviewed, all while at MyState University CVM)

1. Blue, C, Red KM, **Gold PB**, Green ME. A case of canine T-cell lymphoma immunophenotypically consistent with disseminated lymphoma. In press. *Vet Clin Pathol* 2018. Responsible for diagnosis; critical manuscript review; responding to reviewer concerns.
2. **Gold PB**, Teal L, Cyan WC. Immunohistochemical Detection of p59 and p46 in Canine Osteosarcoma using Tissue Microarray. *J Vet Diag Pathol* 2018 30(4): 544-555.  
Experimental design co-conceived with Dr. Kisseberth. I reviewed all histologic specimens and tissue microarrays. Responsible for writing 95% of the manuscript and responding to revisions. Lead and corresponding author.

**3 – 11.** *Nine additional publications listed for 2016-2018; two as first author*

List abbreviated for workshop purposes

## Invited Guest Lecturing and Continuing Education

### Cardiac pathology

- 2017 Overview of Cardiovascular Pathology  
Invited review at Your State University (2017)  
Attended by cardiology residents and YSU faculty (approximately 10 people)
- 2014 Advanced systemic pathology: Cardiovascular pathology  
The Your State University, Anytown, USA  
4 residents; 3hrs lecture
- 2012 A Crammers Guide to Cardiovascular Pathology  
Invited guest lecture at English Speaking University, International Location  
Attended by pre-clinical veterinary students (approximately 30 students)



- 2011-2012, Introduction to Cardiovascular Pathology
- 2015 YSU Annual Meeting for Visiting ACVIM Cardiology residents  
Your State University, Anytown, USA  
Approximately 30 students, 3hrs lecture and 3hrs lab

*General diagnostic pathology*

- 2014 Veterinary Referral Hospital, Sydney Australia  
Surgical and pathological approach to surgical margins  
Approximately 20 specialist (referral) veterinarians; 1hr
- 2013 Interpreting Surgical Biopsy: How do I help my patient with a biopsy?  
Somewhere Veterinary Conference, Anytown, Europe
- 2013 Interpreting Surgical Biopsy: How to get the most from your pathologist  
Somewhere Veterinary Conference, Anytown, Europe
- 2013 How to get the most from your samples: Interpreting pathology reports  
Somewhere Veterinary Conference, Anytown, Europe

**Abstracts, short entries and presentations – national/international conferences**

1. **Gold PB**, CoAuthor, CoAuthor, CoAuthor, CoAuthor, CoAuthor. Microscopic invasion patterns in canine mast cell tumors and soft tissue sarcomas. Veterinary Society of Surgical Oncology Annual Meeting 2018, Anystate USA.
2. CoAuthor.d, CoAuthor, CoAuthor, CoAuthor.e, **Gold PB**. Investigating error management training strategies in veterinary student surgical knot tying. American College of Veterinary Surgeons annual conference 2018, Anystate USA.

**3– 22.** *Twenty additional abstracts listed for 2010-2017; three as first author*

List abbreviated for workshop purposes

**Abstracts, short entries and poster presentations – local/regional conferences**

1. **Gold PB**, CoAuthorM, CoAuthor, CoAuthor.d. Error management training in veterinary students learning blood smear analysis. Regional Teaching Academy Biennial Conference, 2017, AnyState USA.
2. CoAuthor.cc, CoAuthor.dd, **Gold P**, CoAuthor.ee, CoAuthor.e. Localization of Cathepsin K in equine decalcified bone sections and effect of its inhibition on stem and progenitor cells differentiation in vitro. 9<sup>th</sup> Annual Translational to Clinical Regenerative Medicine and Wound Care Conference, OneState University, 2017, Small Town, OneState

**3 – 8.** *Six additional abstracts listed for 2008-2012; 3 as first author*

List abbreviated for workshop purposes

## Grants and Contracts

### Awarded research grants/contracts as primary investigator

#### Instructional Grants

1. MyState University COLLEGE OF VETERINARY MEDICINE (\$2,960) Examining the impact of clinical reasoning errors in veterinary medical education (2018-present) PI: **Gold, PB** (with Co-PIs: Monet M, Teal KL, Green ME, Chanel P .  
*ROLE: As primary investigator I was responsible for project conception and writing this grant in its entirety. This grant funds two related studies, expected to culminate in two original research publications. This project will also form the basis of Dr. Monet's Master's thesis research.*
2. OMICRON EDUCATIONAL GRANT (\$2,338) Investigating instructional techniques in veterinary students learning surgical knot tying (2018) PI: **Gold, PB**.  
*This in-kind grant funded suture material for a research project evaluating the efficacy of error management training in students learning to tie surgical knots.*
3. COURT FOUNDATION (\$65,000) Virtual Dissection for Veterinary Students (2017-present) PI: **Gold, PB** (with Co-PIs: Teal KL, Blanche N, Normal S, Nonne, F, Silver S)  
*ROLE: As primary investigator I was responsible for project conception and writing this grant. This grant funds one virtual necropsy table for the College of Veterinary Medicine and will be used to eventually implement a virtual curriculum that parallels necropsy of specimens.*

#### Research Grants as Primary Investigator

4. DEPARTMENT OF BIOMEDICINE, MyState University (\$3,723) Examining the prevalence of co-pathogens in adult equine enterocolitis and the prognostic significance of shifts in fecal microbiota (2017) PI: **Gold, PB** (Co-PIs: Muddy D, Grey A, Red K, Black E)  
*ROLE: As primary investigator I conceived this project and secured funding to develop an in-house diagnostic panel for equine diarrheal pathogens.*
5. COLLEGE OF VETERINARY MEDICINE MyState University (\$8,200) An evidence-based approach to histopathological margin assessment in malignancies (2016-2018) PI: **Gold, PB** (Co-PIs: Merlot M, Teal K, Lemon C, Kelly-Green P, Drab C)  
*ROLE: As primary investigator I conceived this project and wrote the grant in its entirety. This project is a direct sequel to work performed by Dr. Kelly-Green (Kelly-Green et al., 2018). Data collected by Dr. Drab was presented at the 2018 ACVP annual conference and has since been published in Veterinary Comparative Oncology (Drab et al., 2018).*

#### Research Grants/Contracts Awarded as Co-Investigator

1. NEURAMEDICA/ONAMI (\$28,771) Novel dural clip in porcine laminectomy and durotomy (2017) PI: Teal KL (Co-PIs: **Gold, PB**, Shining J)  
*ROLE: As co-investigator on this project I was responsible for evaluating histopathologic specimens for responses to injury to a novel implant*

2. COLLEGE OF VETERINARY MEDICINE MyState University (\$2,375) Predicting histologic tumor-free margins based on intra-operative surgical margins (2014-2016) PI: Merlot M (Co-Is: Teal KL, **Gold, PB**)  
*ROLE: As co-investigator I contributed to experimental design and performed all pathology related to this project over a period of three years. At the time of writing this grant has been directly associated with three peer reviewed publications (Merlot et al., 2017; Gold et al. 2017; Merlot et al., 2018); one additional publication is anticipated.*
3. AUTUMN SUNSHINE LLC (\$26, 747) Assessment of Surgi-lock™ device in porcine skin closure model (2016-2018) PI: Teal KL (Co-PIs: **Gold, PB**, Almond J)  
*ROLE: For this grant I performed histopathologic analysis on an experimental model of porcine skin healing, used to determine the safety of a novel biomedical device. Data from this project is published in Advances in Surgical Care (Teal et al. 2018).*

## Service to Profession

Examination Committee, Exam Proctor, 2013-2014.

- This committee is widely considered one of the most important in our college and is a significant time commitment and responsibility. The committee is responsible for the acquisition and assimilation of examination materials (gross images, histopathology slides, cytology panels, immunohistochemistry slides) as well as writing multiple choice questions for the annual certifying examination. This process requires extensive literature reviews for question validity. As proctor I contributed questions to all sections of the exam. I traveled to two ACVP annual meetings for preparation and debriefing, and one trip to PrarieTown, WesternState, for exam composition. I helped to administer and grade the examination in TractorTown, Midweststate. The examination was given over three days and evaluated four categories of knowledge: general pathology, gross pathology, histopathology and veterinary pathology (small animal, large animal, laboratory animal, wildlife/zoo animal, clinical pathology). Sections were written by committee members. All sections have multiple choice questions which are fully researched with correct and incorrect foils completely referenced. Having completed my proctorship I am now be eligible to serve as a full committee member.

ACVP Student Chapter, Committee Member (2015-present)

- This committee aims to stimulate the advancement of veterinary pathology by supporting and encouraging veterinary student interest and participation in the discipline. This committee works with veterinary school student chapters, to increase the national and international profile of ACVP, organize and facilitate student activities, stipends and awards relating to the ACVP annual conference. My specific roles in this committee have included contributions to the biannual “PathRocks” newsletter, organization of prizes for the student raffle, review and judging of student abstracts and posters, and recruitment of high caliber veterinary students from different colleges.