**Curriculum Vitae**

Second Breakout session

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: 08/01/2016

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

Research Interests

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

Professional Experience

2016-present: Assistant Professor – (12 month, 100% appointment) Department of Pathology, MyState University, College of Veterinary Medicine, CollegeTown, MyState

**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 five full-time pathologists with primary responsibility for resident teaching.

**Credit Courses Taught 2016-present**

Courses where student evaluations of teaching available are marked with †.

Courses where I have had peer observations of teaching are marked with \*.

*Pathology Services (DVM795)*†\* *- 2 credits*

• Course level: Professional core curriculum, 4th 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.

**DVM795**

|  |  |  |
| --- | --- | --- |
| Term | Students | Weeks |
| Fall 2016 | 7 | 2 |
| Winter 2017 | 9 | 2 |
| Spring 2017 | 5 | 1 |
| Fall 2017 | 4 | 1 |
| Winter 2018 | 10 | 2 |
| Spring 2018 | 3 | 1 |
| Summer 2018 | 10 | 2 |
| Fall 2018 | 15 | 3 |
| Winter 2019 | 10 | 2 |
| Spring 2019 | 9 | 2 |
| Fall 2019 | 18 | 4 |
| Winter 2020 | 9 | 2 |
| Spring 2020 | 12 | 3 |

*Pathology Rounds: Clinical Rotations (DVM732)*

• Course level: Professional core curriculum, 4th 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 4th 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 2019 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)

2016 56 students ~25hrs

2017 56 students ~40hrs

2018 56 students ~40hrs

2019 56 students ~40hrs

2020 56 students ~40hrs

*Problem Solving (DVM740) - 1 credit each*

• Course level: Professional core curriculum, 1st 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.

**DVM740**

|  |  |  |
| --- | --- | --- |
| Term | Students | Lecture/lab (hrs) |
| Fall 2016 | 8 | 6 / 0 |
| Winter 2017 | 8 | 6 / 0 |
| Spring 2017 | 8 | 6 / 0 |
| Fall 2017 | 8 | 6 / 0 |
| Fall 2018 | 8 | 6 / 0 |
| Fall 2019 | 8 | 4 / 0 |

*Systemic Pathology I (DVM750)*† \* - *4 credits*

• Course level: Professional core curriculum, 2nd 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.

**DVM750**

|  |  |  |
| --- | --- | --- |
| Term (Discipline) | Students | Lecture/lab (hrs) |
| Fall 2017 (Endocrine Pathology) | 56 | 3 / 3 |
| Fall 2018 (Endocrine Pathology) | 56 | 3 / 3 |
| Fall 2019 (Endocrine Pathology) | 56 | 3 / 4 |
| Fall 2018 (Skeletal Pathology) | 56 | 5 / 3 |
| Fall 2019 (Skeletal Pathology) | 56 | 6 / 5 |

*Systemic Pathology II (DVM751)*† \* - *4 credits*

• Course level: Professional core curriculum, 2nd year

• Role: Instructor and course coordinator (as of winter 2019)

• 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.

**DVM751**

|  |  |  |
| --- | --- | --- |
| Term (Discipline) | Students | Lecture/lab (hrs) |
| Winter 2018 (Renal Pathology) | 56 | 3 / 3 |
| Winter 2019 (Renal Pathology) | 56 | 3 / 3 |
| Winter 2020 (Renal Pathology) | 56 | 3 / 3 |
| Winter 2019 (Transboundary disease) | 56 | 1 / 0 |
| Winter 2020 (Transboundary disease) | 56 | 1 / 0 |

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

*Veterinary Physiology (DVM717)*† *- 5 Credits*

• Course level: Professional core curriculum, 1st 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.

**DVM717**

|  |  |  |
| --- | --- | --- |
| Term | Students | Lecture/lab (hrs) |
| Fall 2017 | 56 | 2 / 0 |
| Fall 2018 | 56 | 2 / 0 |
| Fall 2019 | 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 2017)

• 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):

KAH DVM: June 2016-September 2016 CO (Academia)

IDK\* DVM: June 2016-June 2018 (Academia)

PGK\* DVM, PhD: June 2016-2019 (Academia)

CDD\* DVM, PhD: June 2017-2020 (Academia)

DMV\* DVM: June 2018-2021 (Industry)

WON\* DVM: June 2019-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.

**Awards**

2020 – 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**

2019 Overview of Cardiovascular Pathology

Invited review at Somewhere Else University

Attended by cardiology residents and SEU faculty (approximately 10 people; 4hrs lecture)

2016 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 were 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**

2018 – 2020 Internship Committee – this committee is charged with selecting interns for the veterinary teaching hospital. 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.

2019 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 2019 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 2018 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 (DVM595, 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.

**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** (*For Workshop purposes: not included)*

**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/regional conferences**

1. 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.

2. **Gold PB**, CoAuthorM, CoAuthor, CoAuthor.d. Error management training in veterinary students learning blood smear analysis. Regional Teaching Academy Biennial Conference, 2017, AnyState USA.

**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 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) 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** (*For workshop purposes: not included*)

**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.