

TEACHING PORTFOLIO

Dr. Iama Bug
Clinician-Educator
2006

As a member of the Infectious Disease Division of Internal Medicine, I am on the Clinician-Educator track. My time is divided into 30% teaching, 40% patient care, 20% scholarship, 10% administrative. I teach medical students, residents, fellows, faculty, other health care providers, and community physicians throughout North America and abroad. The teaching varies in type from formal lectures to small group discussions to one-on-one apprenticeship training. Most often I teach about general infections and popular topics in infections. Below I have broken down my teaching obligations into sections based on the type of learner, and I have described the various teaching situations. Following this overview of my teaching “landscape” are a grid that lists my teaching activities and then my evaluation summary and statement.

WSU Medical Students:

For WSU medical students, I participate in the Microbiology course given to the second-year students and in the Physical Diagnosis course given later in the year.

For the Microbiology course, I give two lectures to the entire class and lead two small-group lab discussions (approximately 30 students each time, one each day). Then I assist these same students individually with their laboratory experience at the microscope.

For the Physical Diagnosis course, I work with approximately 2-3 second-year students per session regarding history-taking and physical exam skills. We review what is involved for each exam skill verbally in a discussion format, and then we practice on each other or a model to learn what normal ought to be. Then I spend time in preparation to identify patients in the hospital who have abnormal physical findings and who don't mind being seen and examined by my group of students. The students meet these patients and conduct the exam. These skills are critical for every practicing physician and it is through this course that students develop and refine their skills.

WSU PGY II and III Medical Residents and ID Fellows:

On the ID consult service I am the faculty supervisor for 3.5 months each year. During my time on service, I meet daily with the fellow, residents, and student for consults and bedside rounds. On service, we usually have 3-4 residents, one fellow, and 1-2 students. The ID fellows are responsible for running the service with our faculty supervision. I also supervise the ID clinic 1.5 days per week at University Health Clinic. I attend morning report at least four times per year.

Journal Club:

Every month we have a journal club where one fellow and one member of the ID faculty each presents an article for discussion. The participants include residents, fellows, students, and faculty. All are expected to read the article(s) in advance and to participate actively in the discussion. These sessions emphasize appropriate study design, critical review of the literature with emphasis on the strengths and weaknesses of the paper, and discussions of potential

changes in clinical management and/or potential research ideas for future projects.

Advising/Mentoring:

Typically, I advise and/or mentor one or two residents and fellows who show particular interest in infectious disease. We meet at least quarterly.

Research:

Currently, I have an active clinical grant that is PI-initiated and funded by industry. Occasionally, there is a resident or fellow who is interested in the research that I do. In such circumstances, I work with the resident or fellow on a one-on-one basis. We review research design, experimental techniques, trouble shooting, and grant writing. I expect that all who rotate in research with me will have a minimum of one abstract submitted to a national meeting and presented at such meetings.

CME Lectures, Invited Lectures, Community Service:

Over the last five years, there has been significant interest in a number of ID topics. There has been an increase in requests for grand rounds at a variety of universities across the country and abroad. I have given seven grand rounds on various infectious disease topics in the past year. I was asked to speak at an international conference in Scotland. Over the last seven years, I designed, revised, and updated an ID course for experienced physicians. This course is given locally and on the road. Additionally, I created a CD-ROM regarding this course.

For community physicians, I have spoken at multiple dinner meetings regarding ID topics of their choice. Currently, I am listed as an international resource for infectious diseases, which requires online responses 3-4 times per month.

Public Awareness:

Approximately four times over the past year, I have been asked to participate in radio and on-line programs discussing various concerns regarding infectious disease topics. I have been on the Jimmy Womack show twice this past year and listed in the AEGIS "Ask the Doc" program with on-line responses about twice per month.

QUANTITATIVE TEACHING SUMMARY – DR. IAMA BUG
May 2006 through April 2007

Type of Activity	Topic	Format of Instruction	# of Hours	# of Learners	Type of Learner	Teaching Materials Produced
Clinical Ambulatory Teaching						
Out-patient clinic	ID Clinic	Clinical teaching	6 hours/wk	2-3	ID Fellows	None
Clinical Hospital Teaching (Bedside)						
In-patient clinical rounds	Consult Service	Bedside	2/session X 20 = 40 hours	5 X 20 = 100 total	PGY II and PGY III residents	None
In-patient clinical rounds	General Medicine Floor	Bedside rounds and morning report	25	5	Residents	None
Medical Students	Physical Diagnosis	Bedside teaching	3 x 12= 36	3 x 12= 36	Year II medical students	None
Small Group Teaching						
Journal Club	Presentation and Discussion	Small group discussion; I was the presenter and facilitator	4	12	ID Fellows, PGY II and PGY III residents and ID faculty	PowerPoint
Large Group Teaching: Lectures						
Year II Microbiology Course	Microbiology	Lecture	2	250	Medical students	Handouts, PowerPoint
Grand Rounds, Seattle, Washington	Antibiotic Resistance Update	Lecture	2	50	Physicians	None
Grand Rounds, UNC, NC	Choosing the Right Drug Combination to Avoid Resistance	Lecture	2	30	Physicians	None
Large Group Teaching: Workshops						
WSU Faculty Retreat	Mentoring Techniques: What Works and What Doesn't	Workshop	4	20	Physicians (residents and faculty)	Handouts

QUANTITATIVE TEACHING SUMMARY – DR. IAMA BUG
May 2005 through April 2006

Type of Activity	Topic	Format of Instruction	# of Hours	# of Learners	Type of Learner	Teaching Materials Produced
Clinical Ambulatory Teaching						
Out-patient clinic	ID Clinic	Clinical teaching	6 hours/wk	2-3	ID Fellows	None
Clinical Hospital Teaching (Bedside)						
In-patient clinical rounds	ID Consult Service	Bedside	2/session X 20 = 40 hours	5 X 20 = 100 total	PGY II and PGY III residents	Handouts
In-patient clinical rounds	General Medicine Floor	Bedside rounds and morning report	25	5	Residents	None
Medical students	Physical Diagnosis	Bedside teaching	3 x 12= 36	3 x 12= 36	Year II medical students	None
Clinical OR Teaching						
None						
Small Group Teaching						
Journal Club	Presentation and discussion	Small group discussion; I was the presenter and facilitator	4	12	ID Fellows, PGY II and PGY III year residents and ID faculty	PowerPoint
Large Group Teaching: Lectures						
Microbiology Course	Microbiology	Lecture	2	250	Medical students	Handouts, PowerPoint
Grand Rounds, Seattle, Washington	Resistance Update	Lecture	2	50	Physicians	None
Grand Rounds, UNC, NC	Resistance Update	Lecture	2	30	Physicians	None
Large Group Teaching: Workshops:	None					

QUANTITATIVE TEACHING SUMMARY – DR. IAMA BUG
May 2004 through April 2005

Type of Activity	Topic	Format of Instruction	# of Hours	# of Learners	Type of Learner	Teaching Materials Produced
Clinical Ambulatory Teaching						
Out-patient clinic	ID Clinic	Clinical teaching	6 hours/wk	2-3	ID Fellows	None
Clinical Hospital Teaching (Bedside)						
In-patient clinical rounds	ID Consult Service	Bedside	2/session X 20 = 40 hours	5 X 20 = 100 total	PGY II and PGY III residents	Handouts
In-patient clinical rounds	General Medicine Floor	Bedside rounds and morning report	25	5	Residents	None
Medical Students	Physical Diagnosis	Bedside teaching	3 x 12= 36	3 x 12= 36	Year II medical students	None
Small Group Teaching						
Journal Club	Presentation and discussion	Small group discussion; I was the presenter and facilitator	4		ID Fellows, PGY II and PGY III residents, and ID Faculty	PowerPoint
Large Group Teaching: Lectures						
Microbiology Course	Microbiology	Lecture	2	250	Medical students	Handouts, PowerPoint
Grand Rounds, Maywood, IL	Hospital Infections	Lecture	2	30	Physicians	
Grand Rounds, Quebec City, Quebec	HIV Resistance and Genotyping	Lecture	3	75	Physicians	
Grand Rounds, Washington University, St. Louis, MO	HPV vaccination	Lecture	2	45	Physicians	
Grand Rounds, University of Miami, Miami, FL	Community acquired pneumonia	Lecture	2	50	Physicians	
Grand Rounds, Norfolk, VA	Resistance to antibiotics	Lecture	2	30	Physicians	
Large Group Teaching: Workshops:	None					

EVALUATIONS

For large group teaching there are scores for both the microbiology class and the grand rounds. The evaluations for the microbiology course have shown significant improvement over the last three years. I have taken the comments from the students and adjusted the lectures to meet their needs. The grand rounds evaluation scores have been consistently good.

The physical diagnosis class and the resident evaluations are based on small numbers over the past year. Thus, there is some variation. Yet, overall the comments and evaluation numbers are good.

EVALUATION DATA (MEANS)

	2004	2005	2006
Microbiology (scale 1-5 with 5 high)	3.0	3.5	4.3
Grand Rounds (scale 1-5 with 5 high)	4.5	4.5	4.5
Physical Diagnosis (scale 1-5 with 5 high)	4.0	4.5	4.7
In-Patient Teaching (scale 1-4 with 4 high)	3.3	3.6	3.3

Student Comments in 2005:

Organization/Clarity

"Well organized. Very detail oriented."

" Too detailed oriented and unable to understand the prioritization"

"Lecture notes very helpful"

Breadth of Coverage

"Made lots of material seem more manageable."

Examination/Grading

"Fair, practice exams very helpful."

Summary

"Nicely presented information, fair exams, and overall excellent teacher!"

Student Comments 2006

Organization/Clarity

"Excellent organization"

"Expectations were clear"

Breadth of Coverage

"The course covered a lot of material and we learned many clinical pearls"

"My microscope skills improved dramatically"

Examination/Grading

"The exam and grading was clear from the outset and seemed fair"

Summary

"Great course"

"Very helpful"

Student Comments from 2007--pending