

# Virginia Tech Carilion School of Medicine

## FREE\* Newsletter

\*(Faculty Resources for Educational Excellence)

### VTCSOM Office of Continuing Professional Development

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(OCPD)

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<http://www.carilionclinic.org/office-continuing-professional-development>

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#### **Quote of the Month**

*No bubble is so iridescent or floats longer than that blown by the successful teacher.*

*William Osler*

### Embrace Your Faculty Appointment!

How do you identify yourself professionally? If someone were to ask what you “do,” would you say you are a pediatrician, a surgeon, an internist, or associate with another of among similar specialties? You likely are a physician, a nurse, a nurse practitioner, a physician’s assistant, or belong to any number of other health professions.

These descriptive terms serve to distinguish ourselves from others within the health professions. They also help us to identify with those within our shared communities of practice (groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis). The truth is, there are a number of terms with which each of us could professionally identify.

While it is unlikely that any of you would have responded to my question with the answer of “teacher” or “educator,” you would have been completely warranted in doing so. As faculty within an academic medical center (AMC) environment such as our own, we all belong to an informal community of practice. Our TEACH (Teaching Excellence Academy for Collaborative Healthcare) formalizes that relationship with opportunities to develop ourselves as educators, collaborate with others with similar interests, and be recognized for our teaching efforts. While we encourage you to do so, you don’t need to be a member of a formal teaching academy to be recognized for your role as an educator.

As I say often, our roles as educators within an AMC grant us with the privilege and the responsibility to be both lifelong learners and to share what we know. Teaching is a privilege. A faculty appointment at an AMC is an honor bestowed upon few. An appointment signifies an entrustment to share the expertise we have acquired through many years of training and experience with others who will one day be responsible for the care of our friends, our neighbors, and our children and grandchildren. THAT, my friends, is an awesome responsibility...and one for which you should be recognized.

So, don’t be shy. Add your faculty appointment designation to your signature line and your business card. And...the next time someone asks what you do, tell them your clinical affiliation and also that you are an Assistant, Associate, or full Professor at the Virginia Tech Carilion School of Medicine.

-- **Shari A. Whicker, EdD, MEd**

Assistant Professor, Departments of Pediatrics and Interprofessionalism  
Associate Director, Office of Continuing Professional Development  
Director, TEACH (Teaching Excellence Academy for Collaborative Healthcare)  
Virginia Tech Carilion School of Medicine

**Remember to participate in TEACH Education Day events on October 13!**

**Learn more by reading the details on your calendar appointments!**



# Dean's Corner

## Cynda Johnson, MD, MBA

August 2016

As many of you know, Bruce and I recently returned from a trip to Greenland. Why would we travel to the far reaches of the Earth, away from the comforts of home, and call it a vacation? For me, one compelling reason was to interact first-hand with the magnificence of nature. Among many features, Greenland boasts dramatic biodiversity, breathtaking glaciers, and cobalt blue icebergs.

One of our guides told us only 10 percent of an iceberg is visible. The other 90 percent is hidden beneath the surface of the water. I thought this was a great analogy to our Multiple Mini Interview process, for which we recently held the first in this admissions cycle that will help us select the Virginia Tech Carilion School of Medicine's Class of 2021. The polished demeanors of the interviewees and the well-organized cast of faculty, staff, and volunteers on interview day is just the tip of the iceberg. What we don't see is the countless hours of preparation that go into making the day successful for both the school and the prospective student.

The MMI process is nontraditional. We have found this method be a predictor for how well-suited the applicant is for our patient-based learning curriculum.

To learn more about our MMI process, see [Multiple Mini Interview process helps select the best future physicians](#)