

Educational Focus: I have focused my career on what leaders in academic medicine consider to be the critical areas of activity for clinician educators. These include:

1. Curriculum development and educational program leadership
2. Teaching activities
3. Learner assessment and program evaluation
4. Mentoring/advising

For the domains below, I have provided some evidence (examples) of recognition and impact, defined as:

- Recognition: awards, course reviews/evaluations, accreditation commendations.
- Impact: scholarship (peer-reviewed and public dissemination), national and international invitations and leadership.

Curriculum Development and Educational Program Leadership

For the past 15 years, I have directed medical student education in the Department of Pediatrics. The responsibilities include directorship of the basic pediatric clerkship and inpatient sub-internships, including all associated curriculum development and aspects of program administration. During this time, these SOM courses have had over 2000 unique medical student rotations. Students routinely recognize the courses as being among the most well designed courses in the school of medicine, enabling all students to meet the stated learning objectives. I genuinely believe that engaging students in high quality health care for children will make them better doctors, regardless of their chosen field of medicine. Our sub-internships make pediatrics-bound students ready for internship – and the feedback from program directors around the country is that our Hopkins students are among the best prepared for residency when compared to any of our peer schools.

In addition to being the leader of ongoing curricular changes associated with my director's role I led a group of three colleagues through the JHUSOM curriculum reform effort (2007-2010) to create and implement the PRECEDE curriculum – a clinical skills curriculum for medical school years 3 and 4. As this program rolled out, I also worked across all clinical departments to ensure this “clerkship-level” clinical skills program was among the best in the country. Many faculty members have been engaged in this teaching program and have moved into other teaching and leadership opportunities within their departments and the SOM. In my day-to-day involvement in building and maintaining the pediatrics portion of PRECEDE since 2010, my colleagues and I have disseminated this work through peer reviewed scholarship.

In addition to the above, my career has also been focused on creating a nationally vibrant community of pediatric educators through leadership in the Council on Medical Student Education in pediatrics (COMSEP). I have been a member of this organization for 15 years, and I have been actively involved in leadership for the past 8 years, serving on the Executive Committee, as President-elect, President (2 year term), and now Immediate Past President. During this time, I led the organization's transformation from a “council” under the Medical School Pediatric Department Chairs' organization, to an independent non-for-profit 501(c)3 organization with independent governance structure, membership and budget.

Our organization now has nearly 400 national and international members, a \$350,000 annual operating budget and \$300,000 in reserves. During this time, I have regularly served on and chaired national educational program committees for academic education meetings for COMSEP and other organizations.

Curriculum Development and Educational Program Leadership

Examples of Recognition:

Pediatric Basic Clerkship:

- Program “exceeded” expectations in 2015 internal JHUSOM review by Student Assessment and Program Evaluation committee (SAPE)
- 2010-2015 AAMC Graduation Questionnaire: Students rating the educational experiences in the Pediatrics clerkship as Good/Excellent: 94.2-96.4%
- 2011-2015 JHUSOM Medical Student Senate Annual Stakeholders Survey: Students rating as Satisfied/Very satisfied with Pediatrics clerkship: 90.5%
(Highest rated from 2011-2014, currently 2nd only to Emergency Medicine 93.7%)
- 2015 National Program Award - Academic Pediatric Association Teaching Program Award - Johns Hopkins University Harriet Lane Pediatric Medical Education Program – (Program Directors: Michael Barone and Janet Serwint)

Examples of Impact:

- References 4, 6, 7, 9 in Peer-Review Original Science Publications (CV)
- Reference 3 in Educational Publications: Other Media (CV)
- Invitations to review curricula and clerkships at Jefferson Medical College (2008) and to Nagoya and Gifu University (2007)
- 8 year term on Pediatrics UME Executive Council (COMSEP) including serving as President (2 year term)

Learner Assessment:

Fueled by my local activities in course leadership and its inherent learner assessment (I have submitted evaluations on over 2000 students!), and my prior role as Assistant Dean for Student Affairs, I have become increasingly involved in creating new standardized formats to assess learner knowledge, skills and behaviors - thus helping to define minimum competencies for trainees in order to better uphold medicine’s contract with the public. I have been a member of the “national faculty of medicine” at the National Board of Medical Examiners for over 10 years, beginning my time as an item writer, then chairing various committees, and now serving in leadership capacities such as the USMLE Program Management Committee (currently Chair of the USMLE examination Design subcommittee) and a current term as a Board member of the NBME. During this time, I have contributed or edited thousands of items for the USMLE examination series, and I have also been involved in the quality control of the examination series related to psychometric analysis and reliability. I have also been an integral part of developing the new examination content outline consistent with the NBME’s current strategic plan, and advised the Board on policy issues for the examination series. In addition, for the past 5 years, I have been an active member of a small group of subject matter experts in enhancing the USMLE series’ ability to assess learner skills in critical analysis of the literature and evidence-based medicine. I have served for 5 years on a test material development

committee that has created over 200 drug advertisements, and assessment items linked to those advertisements. These items are now in the live examination pool on the new USMLE Step III exam given to trainees at the PGY1 level. I am also currently chairing a communication task force for the USMLE program focused on developing new item formats (including video vignettes) to assess critical communication competencies in students and physicians.

Within my own field of Pediatrics, I have been asked to serve on an advisory committee at the American Board of Pediatrics (Education and Training Committee), which provides guidance to the Board on educational issues across the continuum of training and practice. In this role, I have more recently been asked to Co-Chair an effort to write curricula to the American Board of Pediatrics Entrustable Professional Activities (EPA's) for General Pediatrics

Learner Assessment

Examples of Recognition:

- As above, I am an integral part of designing and maintaining an assessment system in JHUSOM courses and clerkships, as well as a nationally standardized examination series which is administered to over 50,000 medical trainees annually.

Examples of Impact

- References 5, 8 in Peer-Review Original Science Publications (CV)
- References 1, 4 in Educational Reviews (CV)
- Reference 9 in Book Chapters (CV). Co-wrote this chapter on assessing clinical reasoning in this highly regarded medical education textbook.
- Reference 1 in Educational Publications: Other Media (CV). Over 15,000 medical students use this electronic case annually as part of the suite of CLIPP cases.
- Multiple national peer-reviewed workshops on learner assessment (CV).

Teaching Activities:

Since joining the faculty in 1998, I have remained an active teacher in both the classroom and clinical settings. While I have taught in all venues including the preclinical curriculum and electives such as "The Healers Art," I have been most active in the clinical curriculum where on average I deliver approximately 20 medical student lectures or seminars annually. For years, I have served as a clinical attending or teaching attending in my department, engaging students and residents in bedside teaching and clinical instruction. I have always enjoyed experimenting with active learning methods, seeking feedback on my teaching skills, and incorporating new strategies in my teaching efforts. In addition, I have embraced my role as a "teacher of teachers" through my efforts in delivering over twenty national teaching/faculty development workshops, through invited talks, and through my most recent efforts in the JHUSOM Office of Faculty Development.

Teaching Activities:

Examples of Recognition

- Consistently ranked among top clinical teachers in Department of Pediatrics.
 - E-value average over my previous 25 resident evaluations = 4.95

- Example learner narrative: *Dr. Barone is the best attending I have thus worked with at Johns Hopkins. He has more than surpassed my expectations in the commitment an attending has in not only teaching, patient care, and interfacing the hospital system, but also in his commitment to engage others with a warm, compassionate demeanor and helping bring the best out of each one. Truly he is someone I will always try to emulate and will hold as a distinguished role model in my residency training.*
- E-value average over my previous 48 medical student evaluations = 4.89
- Example learner narrative: *It was truly a joy and honor to have Dr. Barone as our teaching attending during this rotation. He is a fantastic role model both personally and professionally. His medical knowledge is truly impressive and he effortlessly incorporates information from recently published studies and his experiences into his teaching sessions. These sessions were extremely useful and greatly enhanced my medical knowledge. I also appreciated the opportunity to practice computerized critical care simulations. In addition to being a great teacher, he is also an admirable clinician who provides compassionate patient care with superb communication with patients, families and the medical team. I appreciated all of the feedback and guidance that he provided throughout the rotation. I hope to work with him again in the future.*
- 2011 Professors Award for Excellence in Teaching Clinical Sciences – JHUSOM
- Two-time recipient of Alexander “Buck” Shaffer award for outstanding clinical instruction presented by Harriet Lane pediatric health staff. (2001, 2010)
- Multiple selections as JHUSOM Commencement Student Marshall, Graduation Hooder, Grand Marshall.

Examples of Impact:

- Over 20 peer-reviewed selected national faculty development workshops
- References 2, 3, 6 Educational publications – Reviews (CV).
- References 1-7 Education publications - Book Chapters (CV).
- Reference 2 Educational publications – Books

Mentoring / Advising:

I am fortunate to be able to serve as a mentor and advisor to trainees across the continuum of education, as well as to young faculty members at Hopkins. In addition to the activities listed in the Mentoring section of my CV, I have had the pleasure of advising students through their curricular progress and residency matching through my role in the Office of Student Affairs and as the Director of Medical Student Education in Pediatrics. I have also served as a resident advisor in my department for many years. The mentoring / advising section of my CV provides a partial list of those trainees for whom I have provided mentoring and advising.