

**Award: Distinguished Mid-Career Award Application :  
Entry # 18642****I am nominating:**

A colleague

**Basic Information****Your Name**

Randy Woods MD

**Your Title:**

Elizabeth Berry Gray Chair in Surgery

**Your Institution**

Boonshoft School of Medicine, Wright State University

**Your Email**[randy.woods@wright.edu](mailto:randy.woods@wright.edu)**Nominee Information****Name of Nominee:**

Mbagwa Walusimbi

**Nominee's institution:**

Boonshoft School of Medicine, Wright State University

**Nominee's Title:**

Associate Professor

**Nominee's email address**

mbaga.walusimbi@wright.edu

**Short Essays****Please describe the nominee's approach to teaching (their personal philosophy of teaching).**

There have been several experiences that have molded my teaching philosophy and style. These include my experience as college chemistry instructor before I enrolled in medical school, surgical education courses offered by the American College of Surgeons and my daily interaction with medical students and residents. Based on these experiences, I have adopted the basic teaching philosophy as "No learners left behind".

Fresh out of Graduate School as a college chemistry instructor, I encountered a poorly performing student. He missed a lot of classes and was late when he chose to attend. By the time of the finals, he had an F. He surprised me on the final exam when he was the only one who solved the problem that I had written to separate the As from Bs. His final grade was a D but I also had a conversation with him. He took the class again with me the following year, his final grade was a solid A. His problem was not being disciplined and lack of focus. I noticed that some learners sometimes need extra help; failing them or dismissing them from programs because they don't attain a certain grade may not help anyone. Constructive unbiased feedback when given at the appropriate time will help to leave no learners behind. That was when I pledged to myself to not leave student behind without

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effort.

"No learners left behind" is a philosophy that I apply on a regular basis in medical student education because of their vulnerability and how intimidating we as attendings and a new environment, the OR can be. This approach has helped students in the past during surgery clerkship and even leading them to choose surgery as their specialty. It re-emphasized my philosophy of "no learners left behind" and how one little action to get the student involved can really matter. I extend the same philosophy to all residents.

As an educator I strive to emulate the quote, "I never teach my pupils. I only attempt to provide the conditions in which they can learn" by Albert Einstein. One of my responsibilities as a program director of a surgical fellowship with more advanced learners is to foster that environment. Together with my philosophy of "no learners left behind" if I can help an eager learner to realize their goals and that would fulfill my objectives as an educator.

**Please describe something the nominee learned as a result of one of the educational development programs (such as the annual Surgical Education Week, Surgeons as Educators, or other programs) that they have attended that has changed the way they teach.**

Dr. Walusimbi provided an example of ACS course he attended. He said, "As a fellowship program director, my learners are not adults but also more advanced in their career paths. In the American College of Surgeons course, Surgeons as Educators, I was introduced to two items; the theory of andragogy for adult learners and the five principles of adult education. When I entered residency I was cast as a teacher to medical students and junior residents as I advanced in my training. Although I had some teaching experience having been an instructor in chemistry at college level, I had no formal training in education. In contrast to the college students, the group of learners I was dealing with now in medical education was more mature with more life experiences. The group of learners I engage now as a fellowship director are more sophisticated adult learners. The methods used in teaching medical students and do not apply to fellows. They are highly motivated individuals, with vastly richer experiences to draw from and they are more self-directed in the learning process. The cadaver lab we have is different from anatomy lab, rather it is case-oriented and goal directed.

**Please describe the nominee's scholarly work in surgical education including: teaching activities, curricular development, evaluation and assessment innovations, research, etc.**

Dr. Walusimbi became the Program Director for the Surgical Critical Care Fellowship about 10 years ago and started the Acute Care Surgery Fellowship 7 years ago. Utilizing knowledge and skill he attained through American College of Surgeons Programs such as Surgeons as Educators and the American Association for Surgery of Trauma he has transformed the program in several ways to maintain the educational level. He developed the critical care ultrasound curriculum for the surgery residents at Wright State University School of Medicine and the SCC/ ACS fellows are the instructors. At the beginning of the academic year, the fellows take a week-long course in critical care ultrasound, in the past it has been with Society for Critical Care Medicine. We offer the CC ultrasound to the residents twice a year, October, and April. By that time the fellows have ample time to gain experience and teach, utilizing their newly acquired knowledge and skill. The outcomes have been very positive, improving resident education and a valuable opportunity for the fellows.

On the clinical side I have added an elective in neurocritical care and emphasize to the fellows the increased relevance as this area is becoming more relevant in terms of patient care and certification. I have added a one-day boot camp at the beginning of the academic year with various skill stations such as on ventilator knobology to give the fellows with the with ventilators they are going to be using, ICU pumps, the incorporated the fellows' cadaver lab.

**Please describe a rewarding relationship the nominee had with a mentee including what they worked on and why it was gratifying.**

A very rewarding experience Dr. Walusimbi had with a former medical student. Here is how Dr. Walusimbi described it, "I was at American College of Surgeons Clinical Congress when a young woman who I vaguely remembered came to me and greeted me. She had graduated from Wright State University Medical School and had gone on to do general surgery and was at the time completing a fellowship in pediatric surgery. She told me that she went into surgery, and I was the reason because of one action in

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the operating room. I had asked her to find the ligament of Treitz It took her a while to recall the anatomy but eventually figured the anatomy. She thanked me for having been patient with her and that it was a most exciting experience for. Can one little action really matter that much? Obviously yes. I have one basic approach to medical students, make them feel welcome as members of the team on rounds and in the OR. I tend to ask a lot of questions to medical students as a way of engaging them and encourage free thought. I find that students take it well and feel happy do not ignore them. The feedback I got from this one student was very gratifying and encourages me to mind the students."

**Additional Information**

**Please list the education leadership roles (eg, program director, skills lab director, etc) that the nominee has or has had within their own institution.**

- 1) Fellowship Program Director for Acute Care Surgery (2012-present)
- 2) Fellowship Program Director for Surgical Critical Care Fellowship (2017- present)

**Please list the educational leadership roles (chair or co-chair of a committee, other formal leadership title) the nominee has or has had in any national and international education-related organizations.**

- 1) American Board Surgery Examiner
- 2) COSECSA Examiner

**Please list any education awards or honors that the nominee has received.**

The Albert H. Huffer Outstanding Teacher of Clinical Surgery Award, 2022

**File uploads:****CV**

- [Mbaga\\_CV.pdf](#)

**Please upload a letter of nomination by a resident, faculty, education administrator, or anyone else with knowledge of the nominee's teaching and educational scholarship.**

- [ASE-Distinguished-Mid-Career-Ed-Award-10282022.pdf](#)

**Please upload no more than 2 letter(s) of support from leaders in education-related national/international organizations to demonstrate nominee's impact on surgical education.**

- [Suupport-Letter\\_Leaders.pdf](#)

**Please upload no more than 2 letter(s) of support from individuals mentored by the nominee.**

- [LOR\\_Learners.pdf](#)

**Please upload documentation of teaching excellence in the form of an aggregate evaluation report (from MedHub, New Innovations, etc) from learners over the past 6 - 12 months.**

- [WalusimbiMbaga-Evaluations.pdf](#)