

# Award: Outstanding Resident Teacher Application Form

## Basic Information

Your name:

Peter Yoo

Your title:

Associate Professor, Program Director

Your institution:

Yale School of Medicine

Your email address:

[peter.yoo@yale.edu](mailto:peter.yoo@yale.edu)

Name of nominee:

Erin White

Nominee's institution:

Yale School of Medicine

Nominee's title:

PGY4 resident

Nominee's email address:

[erin.white@yale.edu](mailto:erin.white@yale.edu)

Has the nominee completed at least two years of surgical residency?

Yes

## Short Essays

Why do you think the nominee deserves this award?

Erin embodies the very best of resident teaching. Beginning with her very first days of internship, she was noted to be an outstanding teacher of medical students, a perennial favorite whom the students would seek out. In addition to her skills in sharing her own knowledge and challenging her students to expand theirs, she was found to be exceedingly thoughtful in understanding the needs and points of view of her learners. This continued through to her junior residency. During her professional development years, she undertook a highly productive MHS-Med Ed degree, and during that time served as the resident liaison to the medical student clerkship. She delivered lectures, skill sessions, and assisted with assessments as part of her degree program. Now as a senior/chief resident, she is a natural education leader in our program. She is the go-to resident for all things related to surgical education, and is now leading "residents as teachers" sessions for the junior residents.

How has the nominee demonstrated passion and enthusiasm for teaching?

Teaching is essential to her being. I imagine that if she weren't a surgical educator, she would teach farming, or engineering, or 7th grade math, whatever she was doing, it would be extended by her life as a teacher. I think most impactfully, she has, through her work promoting "residents as Teachers" here at Yale, engaged other learners to make the transition themselves from learners to teachers. One aspect of that course that I am particularly enthusiastic about has to do with her encouragement of the residents to think of teaching as an area for lifelong improvement and learning.

How has the nominee demonstrated a commitment to maintaining a positive, productive learning environment?

Many examples come to mind, but one in particular is that she is now our program's OmbudsResident. In this role, elected by her peers, she is charged with listening to residents' thoughts and concerns about topics like learning environment, mistreatment, burnout, and workplace conflicts. Once she has heard their thoughts, she considers the various resources available to her from our institution, department, and program, and then works with the resident to take the most productive path. She has effectively supported residents through a variety of these types of concerns, and in so doing, helped to ensure a highly positive learning environment.

How has the nominee demonstrated being able to provide effective feedback to learners?

When she was our clerkship liaison, she was an essential contributor to both formative and summative assessments to the clerkship director. However, as an important intermediate step, she also gave informal feedback to the clerks, which was intended to be low-stakes, improvement-oriented feedback. This was exceedingly well-received by our learners. The end of rotation feedback from the clerks was uniformly highly laudatory regarding Dr. White's mid-rotation feedback sessions.

Please give an example of the nominee role modeling professionalism.

Erin always leads by example. In our program, as a result of the COVID-19 pandemic, we have taken a very explicit interest in the preventive health maintenance of our trainees, and identified personal health maintenance as a core activity of professionalism. As a senior resident, Erin encouraged her trainees to take the allotted time during their days to seek primary care, routine screening, and dental checkups, but few did. She then sought out a group of senior and chief residents (many of whom had themselves not been particularly compliant with preventive maintenance), and encouraged them all to visibly and notably take time off from work on slow afternoons to complete these important tasks. By getting the senior and chief residents to take the time off to do these things and model them as important, she was able to demonstrate to the juniors the value of the activity. It was a tremendous cultural change in our program.

## Please complete the following:

Please list any education or teaching awards the nominee has received.

All three of these awards, geared toward trainees in our program, have education and teaching as a key component.

WALTER E. PLEBAN AWARD FOR PROFESSIONAL EXCELLENCE | BRIDGEPORT HOSPITAL | 2018

· “Burn Resident of the Year” award presented by Bridgeport Hospital’s Burn Unit

IRA S. GOLDENBERG AWARD | YALE DEPARTMENT OF SURGERY | 2018

· “Intern of the Year” award presented by surgery faculty

HELPING HAND AWARD | YALE DEPARTMENT OF SURGERY | 2020

· Awarded by the Citizenship Award Committee to individuals “who consistently go above and beyond to support a colleague(s)”

Please list the nominee’s education-related activities (e.g., lectures, programs, presentations, curricula, innovations for teaching or assessment, education-related research).

o Math & Science Teacher (6th grade, 7th grade, High school Chemistry), Pilgrim School, 2009-2011

o Teaching Assistant (Biostatistics), Keck Graduate Institute, 2012-2013

o Course & Curriculum Evaluation Committee, Frank H Netter School of Medicine, 2013-2016

o Summer Research Fellow (Anatomy Curriculum Development), Frank H Netter School of Medicine, 2014

o Teaching Assistant (Biostatistics, Anatomy), Frank H Netter School of Medicine, 2014-2017

o Capstone Project with Concentration in Medical Education, Frank H Netter School of Medicine, 2014-2017

o LCME Accreditation Self-Study Committee, Frank H Netter School of Medicine, 2015 – 2016

o Founder, Chair of Rare Disease Day, Frank H Netter School of Medicine, 2015 – 2017

o Adjunct Faculty/Instructor (Anatomy, Clinical Arts & Sciences), Frank H Netter School of Medicine, 2017 – present

o Masters in Health Sciences Medical Education Pathway, Yale School of Medicine, 2019-2021

o ACGME Faculty Development Course Standardized Learner, Yale School of Medicine, 2021

o Graduate Medical Education Committee, Yale School of Medicine, 2019-present

o Surgical Education Research Fellowship, Mentor: Gurjit Sandhu, 2020-2021

o GME Teaching and Learning Center Clinician Educator Distinction Advisory Board, Yale School of Medicine, 2022-Present

o Presentations in Medical/Surgical Education:

1. E. White, J. Ahern, A. Otsuki, V. Richards. Getting the Most Out of Evaluations. Frank H. Netter School of Medicine Town Hall, Quinnipiac University. October 2014

2. E. White, J. Devine. Variations on the Traditional Anatomy Practical Examination. American Association of Anatomists Annual Meeting. April 2015.

3. E. White, M. Derbyshire, C. Macica. Making Rare Relevant: An Interprofessional Approach to Establishing Annual Rare Disease Days. Center for Interprofessional Healthcare Education Research Day, Quinnipiac University. May 2016

4. E. White, P. Yoo. Resident-Run: A Strategy to Reduce Barriers to Surgical Teaching Faculty Evaluation by Trainees. Academic Surgical Congress. February 2020

5. Erin White, MD, Mollie Friedman-Weiss, MD, Danielle Heller, MD, Stephen Huot, MD, Peter Yoo, MD. What’s it Worth? The Costs and Benefits of Decreasing Post-Call Fatigued Driving Among Surgery Residents. Association of Program Directors in Surgery Annual Meeting. May 2020

6. E. White, P. Yoo, “Go Get the Consent”, Surgery Coaches Faculty Development Workshop, Stanford School of Medicine, January 2021

7. E. White, MD, A. Esposito, K. Oliveira, P. Yoo, MD. Entrustment Decisions for Obtaining Informed Consent Are Uncharacteristic of Entrustable Professional Activities. Association of Program Directors in Surgery Annual Meeting. April 2021

8. E. White, MD, A. Esposito, MD, V. Kurbatov, MD, X. Wang, PhD, N. Coppersmith, P. Yoo, MD. How I Learned is How I Teach: The Realities of Informed Consent Education. Association of Program Directors in Surgery Annual Meeting. May 2022

o Peer Reviewed Publications in Surgical Education:

1. E. White, S. Miller, A. Esposito, P. Yoo. "Let's Get the Consent Together": Rethinking How Surgeons Become Competent to Discuss Informed Consent. J Surg Educ. 2020 Nov-Dec

2. E. White, M. Shaughnessy, A. Esposito, M. Slade, M. Korah, P. Yoo. Surgical Education in the Time of COVID: Understanding the Early Response of Surgical Training Programs to the Novel Coronavirus Pandemic. J Surg Educ. 2021 Mar-Apr

3. M. Freedman-Weiss MR, A. Chiu, E. White, P. Yoo. Creating an Opioid Recommendation Card for Trainees: Methods, Use, and Impact. Am Surg. 2021 May

4. E. White, M. Freedman-Weiss, D. Heller, S. Huot, P. Yoo. What's it Worth?: The Costs and Benefits of an Initiative to Decrease Post-Call Fatigued Driving Among Surgery Residents. J Surg Res. 2021 May

5. M. Freedman-Weiss, D. Heller, E. White, A. Chiu, R. Jean, P. Yoo. Driving Safety Among Surgical Residents in the Era of Duty Hour Restrictions. J Surg Educ. 2021 May-Jun

6. E. White, S. Ahn, T. Miner, W. Longo, P. Yoo. Where Are They Now? Charting Careers for 32 Years of New England Surgical Society Podium Presentation Winners. R I Med J (2013). 2021 Jun 1

7. S. Rohde, E. White, P. Yoo. Residency Program Use of Social Media in the COVID-19 Era: An Applicant's Perspective. J Surg Educ. 2021 Jul-Aug

8. H. Sandhu, D. Foote, J. Evans, K. Santosa, M. Kemp, J. Donkersloot, L. Mazer, G. Sandhu. "The Story I will Never Forget": Critical Incident Narratives in Surgical Residency. *Annals of Surgery*: September 2021
9. E. White, S. Rohde, N. Ruzgar, S. Chan, A. Esposito Characterizing the social media footprint of general surgery residency programs. *PLOS ONE* 2001
10. S. Rohde, E. White, P. Yoo, Residency Program Use of Social Media in the COVID-19 Era: An Applicant's Perspective, *Journal of Surgical Education*, Volume 78, Issue 4, 2021
11. E. White, R. Maduka, D. Ballouz, H. Chen, S. Wexner, K. Behrns, K. Lillemoe, S. LeMaire, D. Smink, G. Sandhu. Surgical research journals - Under review: An assessment of diversity among editorial boards and outcomes of peer review. *The American Journal of Surgery*. 2021 December
12. R. Maduka, M. Broderick, E. White, G. Sandhu. The Reporting of Race and Ethnicity in Surgery Literature. *JAMA Surgery*. 2021
13. E. White, A. Esposito, V. Kurbatov, X. Wang, M. Caty, M. Laurans, P. Yoo, How I Learned is How I Teach - Perspectives on How Faculty Surgeons Approach Informed Consent Education, *Journal of Surgical Education*, 2022
14. A. Esposito, E. White, S. Rohde, S. Chilakamarry, P. Yoo. Effect of Surgical Team Communication on Adherence to Opioid Discharge Guidelines in Post-Operative Inpatients. *Journal of Surgical Education*. 2022 May
15. A. Esposito, W. Brandt, N. Coppersmith, E. White, M. Chung, T. Rujedawa, P. Yoo. Learning Environment is the Prevailing Factor in Surgical Residents' Favorite Rotations. *Journal of Surgical Education*. 2022 July
16. E. White, A. Esposito, P. Yoo. Rethinking the Treatment of Obtaining Informed Consent as an Entrustable Professional Activity. Under review.

Please list the nominee's leadership roles in courses or groups related to surgery and surgical education, including involvement in national committees related to surgical education.

- o Surgery Clerkship Resident Liaison, Yale University (2019-2021)
- o Vice President/President Elect, Resident Council for the Connecticut Chapter of the American College of Surgeons (2021-Present)
- o Association of Surgical Education Annual Meeting Session Moderator (2022)
- o EPA Best Practices Working Group, American Board of Surgery (2021-Present)
- o EPA Faculty/Resident Development Taskforce, American Board of Surgery (2022-Present)

## File Uploads

Please upload the nominee's CV

- [CV\\_10.27.202219.pdf](#)

Please upload a teaching statement from the nominee about their passion, enthusiasm, and commitment to teaching.

- [CV\\_10.27.2022191.pdf](#)

Please upload a letter of recommendation from a learner.

- [Erin-White-LOR538954-copy.pdf](#)

Please upload documentation of teaching competency in the form of an aggregate evaluation report (from MedHub, New Innovations, etc) from learners over the past year.

- [Doc10.pdf](#)