

Award: Outstanding Resident Teacher Application Form

Basic Information

Your name:

Clairice Cooper MD, MSHPEd, FACS

Your title:

General Surgery Residency Program Director

Your institution:

University at Buffalo, State University of New York

Your email address:

cbakker@buffalo.edu

Name of nominee:

Joe L'Huillier MD

Nominee's institution:

University at Buffalo, State University of New York

Nominee's title:

Surgery Resident

Nominee's email address:

josephlh@buffalo.edu

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

Yes

Short Essays

Why do you think the nominee deserves this award?

In my thirteen years of involvement with this residency program, I have never seen a resident more dedicated to education and more intentional in their approach. Dr. L'Huillier entered our program with defined goals: "I want to be a Program Director and I would like to obtain a Master's in Education." Yet even with these lofty goals, his commitment is demonstrated at all levels. He ensures an outstanding educational experience for every single student that he works with on a day-to-day basis and this is demonstrated by some of the most voluminous and detailed feedback from students I have ever seen; he is often found having one on one teaching or skills sessions with his students as well as guiding them through their clinical duties. He also takes advantage of every opportunity to formally engage in teaching, including already taking over as leader of the incoming intern boot camp and serving as ATLS instructor—two unusual tasks for a PGY2 resident. Further, with his compassion and level head, he has been identified as a leader in his peer group, elected to the Resident Leadership Committee for his first two clinical years, and taking lead on the Resident Interviewing Committee this year. He has been productive from a scholarly standpoint as a medical student and now with several active projects as a resident, and he also is involved at a national level with education committees. You may have noticed emails in your inbox from Joe leading the Surgical Education Seminar Series on ASE DocMatter. Finally, despite all of his accomplishments and leadership endeavors, he is still a humble, compassionate human being, beloved by his peers and patients. In conclusion, I simply can't imagine a trainee more deserving of Association for Surgical Education's Outstanding Resident Teacher Award. Dr. Joseph L'Huillier has been an incredible contributor to our department and University at Buffalo as a whole, and I have no doubt he will be a national contributor to surgical education; I believe ASE will be proud to have him as an award winner.

How has the nominee demonstrated passion and enthusiasm for teaching?

As I have noted already, Dr. L'Huillier is passionate about education at all levels, but I think this is most evidenced by his student evaluations (unedited):

"Joseph is probably one of the best residents I've worked with so far. He truly made every moment with him a teaching moment. He was always open to answer questions and at the same token he always posed questions. He encouraged independence and going the extra mile for all our patients, and encouraged us all to take an active role in their care. I cannot say enough how much working with him was appreciated. Never did he make you feel less than or stupid for asking a question. He also took a great interest in career planning with us, and provided regular feedback in regards to presentations, note writing and suturing. Overall he is an awesome example of what a resident should be at a teaching institution."

"Joseph is an excellent teacher and he stands out as a resident in his passion and excitement for teaching. Even when I moved to a different service, he took time to teach me important teaching points regarding my new service when he saw me in the hallway. He actively encourages students to be involved in patient care, thus fostering more student interest/learning."

"Joe is by far one of the best residents I have worked with across all of 3rd year. I have never met a resident with such an enthusiasm for teaching and such an effective way of doing so. Joe always made sure we had an idea of what was occurring in each case. He took the time to explain various parts and connect them to information that is important for us at our current stage in our career. He provided wonderful hands on instruction with suturing that really led to noticeable improvements in my skills. Finally, on my last day of the rotation with Joe, he was in a meeting and we were unable to meet up for feedback. Joe made the extra effort to call me to provide actionable feedback for myself and ways to take what I

learned and apply it to my upcoming Sub-I. I have never met a resident with that much dedication, and I am so thankful to have had the opportunity to work with Joe as a result!!"

"Joe L'hullier is one, if not the best, residents I have ever worked with in my medical school education. First, I spent most of my rotation thinking that Joe was a fourth year resident when in actuality he is only a second year. His depth of knowledge regarding surgery and medicine in general is stellar. I would ask him a range of questions about content and almost immediately he was able to provide an in detailed explanation regarding the subject. He is an extremely competent resident, and seems to be comfortable and confident in all types of situations. Second, his love of education is unmatched. To say Joe went ""out of his way to teach"" is an understatement. Throughout the 4 weeks, he asked us to set goals for ourselves and decide what we want to learn and what to improve on. If there was ever downtime, even if it was walking from the call room to the ED, he would teach us something during the walk. After expressing my confusion regarding all types of surgical dressing, Joe responded by starting a mini 5-minute lecture series that we did called "" A dressing of the day"" in which he would explain the appearance, indication, and other important aspects of dressing. Additionally, he asked us what fields we were considering pursuing, and catered his educational sessions to our own interests whether it was emergency care, radiology, or anesthesia. Simply put, finding out that he will be pursuing an advanced degree in education came as no surprise to me. Lastly, he is a great leader. Having 4 medical students and an intern below him, he was able to ensure that we were all learning appropriately. This consisted of determining which patients would be best for us to follow and which OR cases to help in (which catered to our unique interests and learning goals for that week). He has an engaging personality which allows for cohesiveness of the team. Due to his confident leadership and advanced medical knowledge, in addition to his fun and easy-going personality, it simply made me want to become a better medical student. I found myself studying harder than any other point in the year. From a ""boots on the ground"" perspective, I learned so much while I was there from just 4 weeks and I attribute most of that to Joe. Thank you for making a notoriously difficult and tiresome rotation fun, positive, and engaging."

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

This can also be observed in the comments above. Dr. L'Huillier demonstrates utmost professionalism, and despite his performance at the top of his class, also exudes humility. He is respectful to all staff, trainees, and colleagues despite the stressful environment that we function in. Student, peer, and faculty comments all reflect his advocacy for students and for patients. When there are challenges in the work environment amplified by COVID, short staffing, and other bumps in the road, as a Resident Leadership Committee leader, Joe will frequently turn the situation into an opportunity, improving the mood and morale of his peers. Further, he has dozens of other comments from students all echoing the positive team dynamic he contributes to as well as the productive learning environment that he creates.

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

It is uncommon for students to comment positively about the feedback that they receive from residents; however, Joe is an exception to that. In addition to the comments above, some others:

"Joe was probably the most enthused about teaching of any resident I've worked with so far this year. He not only answered all my questions but would extensively teach things about procedures/ wound care that aren't found in textbooks. Any ""pimping' was extremely relevant and supportive. He provided positive feedback during surgeries and bedside procedures. It did not shock me to find out that he is getting his medical education masters next year."

"Joseph is probably one of the best residents I've worked with so far. He truly made every moment with him a teaching moment. He was always open to answer questions and at the same token he always posed questions. He encouraged independence and going the extra mile for all our patients, and encouraged us all to take an active role in their care. I cannot say enough how much working with him was appreciated. Never did he make you feel less than or stupid for asking a question. He also took a great interest in career planning with us, and provided regular feedback in regards to presentations, note writing and suturing. Overall he is an awesome example of what a resident should be at a teaching institution."

Please give an example of the nominee role modeling professionalism.

The comments above all echo Joe's professionalism, but I can think of one specific circumstance that comes to mind. I was working with Joe in the ICU and he had had a difficult interaction with a difficult attending overnight caring for a very sick patient. Despite feeling burned by the interaction and defeated by the patient's current status, Joe humbly took me aside after rounds and sought to debrief on the situation: what could he learn clinically, and what could he learn interpersonally? I was impressed by this self-reflection and ownership despite the challenging circumstances and less than model behavior by the attending. While we sometimes worry about high performers becoming over-confident, I don't anticipate this will be an issue for Dr. L'Huillier as he is always seeking self-improvement and betterment of the team.

Please complete the following:

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

1. Louis A. and Ruth Siegel Award for Excellence in Teaching, Jacobs School of Medicine and Biomedical Sciences: Honorable Mention, Resident- 2022

- Chosen by medical students
- Four total residents selected from all programs at the University at Buffalo

2. Arnold P. Gold Foundation Humanism and Excellence in Teaching Award, University at Buffalo Chapter- 2022

- Chosen by medical students

- Six total residents selected from all programs at the University at Buffalo

3. Worthington B. Schenk Resident Teacher of the Year, PGY-1, University at Buffalo, Department of Surgery- 2021

- Chosen by program faculty
- One resident selected from the PGY-1 General Surgery cohort

4. Louis A. and Ruth Siegel Award for Excellence in Teaching, Jacobs School of Medicine and Biomedical Sciences: Honorable Mention, Resident- 2021

- Chosen by medical students
- Four total residents selected from all programs at the University at Buffalo

5. Arnold P. Gold Foundation Humanism and Excellence in Teaching Award, University at Buffalo Chapter- 2021

- Chosen by medical students
- Six total residents selected from all programs at the University at Buffalo

6. Louis C. Bernhardt, MD, Best Clinical, Health Services, or Educational Science Poster Award-Student, University of Wisconsin Department of Surgery 9th Annual Research Summit- 2018

- Awarded for presentation of Mitigation of Learner Anxiety After Simulation Death: Importance of Systematic Debriefing

7. Outstanding Experiential Learning Host, Madison Metropolitan School District, Personalized Pathways Program- 2017 to 2018

- Established the Ambassador Program within the Health Services Personalized Pathway available to students attending one of the four Madison high schools
- Paired each classroom with a medical student Ambassador
- Each Ambassador taught three separate lessons on healthy lifestyles, ethics, and anatomy as part of a semester-long course

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

1. Education: Master of Health Professions Education Program, Massachusetts General Hospital Institute for Health Professions Education

- Anticipated graduation: May 2024

2. Research Project: Surgery acting internship individual learning plans: Fostering mentorship in the COVID-19 era

- Publication: L'Huillier JC, Larson S, Awe A, Cook DS, Elfenbein DM. Surgery acting internship individual learning plans: Fostering mentorship in the COVID-19 era. *J Surg Educ.* 2022 Jul-Aug;79(4):918-927. doi: 10.1016/j.jsurg.2022.02.012.
- Presentation: L'Huillier JC, Larson S, Awe A, Cook DS, Elfenbein DM. Oral presentation: Surgery Acting Internship Individual Learning Plans: Fostering Mentorship in the COVID-19 Era. Association for Surgical Education 41st Annual Meeting (virtual), April 2021.
- Findings:
 - Formally assigned mentors provided more assistance with skill development whereas informally assigned mentors provided greater psychological and emotional support
 - Our formalized mentorship program fostered successful mentoring relationships despite limitations from the COVID-19 pandemic

3. Research Project: Simulation-based medical education: Development of an assessment tool for novice use

- Publication: Ulrich SM, L'Huillier JC, Jung SA, Krecko LK, Rosser AA, Schulze AK, Liepert AE, O'Rourke AP. Simulation-based medical education: Development of an assessment tool for novice use. *Wis Med J.* Accepted January 2022.
- Presentation: Jascor SM, L'Huillier JC, Sullivan SA, Liepert AE, O'Rourke AP. Poster presentation: Simulation-Based Medical Education: Development of an Assessment Tool for Novice Use. University of Wisconsin School of Medicine and Public Health 16th Annual Medical Student Research Forum, Madison, WI, November 2017.
- Description:
 - We modified a NOTECHS scale in order for clinical novices to evaluate performance in simulation

4. Research Project: Mitigation of learner anxiety after simulation death: Importance of systematic debriefing

- Publication: L'Huillier JC, Ulrich SM, Sullivan S, O'Rourke AP, Liepert AE. Mitigation of learner anxiety after simulation death: Importance of systematic debriefing. *The Cutting Edge of Surgical Education.* Revisions submitted April 2022.
- Presentations:
 - L'Huillier JC, Jascor SM, Sullivan S, O'Rourke AP, Liepert AE. Oral presentation: Mitigation of Learner Anxiety After Simulation Death: Importance of Systematic Debriefing. Association for Surgical Education 38th Annual Meeting, Austin, TX, May 2018.
 - L'Huillier JC, Jascor SM, Sullivan SA, O'Rourke AP, Liepert AE. Poster presentation: Mitigation of Learner Anxiety After Simulation Death: Importance of Systematic Debriefing. University of Wisconsin Department of Surgery 9th Annual Research Summit, Madison, WI, January 2018.
 - L'Huillier JC, Jascor SM, Sullivan SA, O'Rourke AP, Liepert AE. Oral presentation: Mitigation of Learner Anxiety After

Simulation Death: Importance of Systematic Debriefing. Wisconsin Surgical Society 2017 Annual Conference, Kohler, WI, November 2017.

- L'Huillier JC, Jascor SM, Sullivan SA, O'Rourke AP, Liepert AE. Poster presentation: Mitigation of Learner Anxiety After Simulation Death: Importance of Systematic Debriefing. University of Wisconsin School of Medicine and Public Health 16th Annual Medical Student Research Forum, Madison, WI, November 2017.

- Description:

- Our debriefing tool helps to mitigate the increased anxiety that learners experience when their simulated patient dies while connecting the emotional component to the didactic objectives

5. Research Project: Drone flight proficiency and its correlation with laparoscopic surgical skills acquisition

- Publication: Rosser JB, Alam S, Chu J, L'Huillier JC, Yee G, Parker B. Drone Flight Proficiency and its Correlation with Laparoscopic Surgical Skills Acquisition. Global Surg Educ. Submitted September 2022.

- Presentation: Chu J, Yee G, Alam S, L'Huillier JC, Parker B, Rosser JB. Oral presentation: Drone Flight Proficiency and its Correlation with Laparoscopic Surgical Skills Acquisition. University at Buffalo Department of Surgery 18th Annual Research Day, Buffalo, NY, May 2022.

- Description:

- Performance on a drone simulator is correlated with surgical technical skill

- Including drone simulation in surgical labs may spark enthusiasm for deliberate technical skill practice

6. Research Project: A novel telementoring platform: Initial evaluation of participant satisfaction

- Publication: In preparation

- Presentations:

- L'Huillier JC, Mawani F, Nitsche L, Adams TM, Wirengard YR, Rosser JB. Oral presentation: A Novel Telementoring Platform: Technical Skills Performance and Participant Satisfaction. Association for Surgical Education 42nd Annual Meeting, San Antonio, TX, May 2022.

- L'Huillier JC, Mawani F, Nitsche L, Adams TM, Wirengard YR, Rosser JB. Poster presentation: A Novel Telementoring Platform: Technical Skills Performance and Participant Satisfaction. University at Buffalo Department of Surgery 18th Annual Research Day, Buffalo, NY, May 2022.

- Description:

- We created a telementoring platform that is cost-effective (\$200) and has high learner and mentor satisfaction

7. Program: Surgical education research webinar series (ASE/SIMPL)

- Helped to develop the webinar series in collaboration with other institutions

- Recruit speakers, create promotional materials, host the webinars, and survey attendees post session on a monthly basis

8. Program: Top Gun Surgeon Station, SAGES Learning Center

- Served as Co-Director of this 2-day technical skills competition for 50+ surgeons in 2021

- Led a team of eight volunteers to prepare for and run the event

- Guided surgeons through various technical skill drills

9. Program: ASE Twitter Journal Club

- Work with a team to coordinate a bi-monthly journal club held via Twitter about surgical education research

- This occurs through my participation in the Surgical Education Research Committee of ASE

10. Program: Ambassador Program through Doctors Ought to Care (DOC)

- As a medical student, I established this program through DOC (currently still running)

- We paired each classroom of students in the new Health Services pathway at each of the four Madison Metropolitan School District high schools with a medical student (Ambassador)

- Each Ambassador taught three separate lessons on healthy lifestyles, ethics, and anatomy as part of a semester-long core course

11. Lecture: Surgery Clerkship Orientation

- Give an introductory lecture to the surgery rotation to each cohort of medical students

- Teach a suturing and knot-tying workshop as part of rotation orientation

12. Lecture: Advanced Trauma Life Support (ATLS)

- Teach portions of ACS's ATLS program to APPs, residents, and attending surgeons

- Conduct final course practical assessments

13. Curriculum: Advanced Airway Project

- Currently designing a new surgical airway curriculum for PGY-4 and PGY-5 Surgery Residents

- The program will involve non-cadaveric non-animal models, self-led didactics, and a cadaveric summative assessment

14. Curriculum: Institute for Chemical Education

- Served as a summer camp counselor from 2014-2015 and Director of Summer Camps in 2016
- Designed and reviewed experiments for middle school students
- Hired, trained, and oversaw 18 camp counselors
- Gave daily presentations on science concepts and lab safety

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.

1. Surgical Education Research Committee, ASE

- Co-Champion for the surgical education research webinar series (ASE/SIMPL)
- Helped to develop the webinar series in collaboration with other institutions
- Recruit speakers, create promotional materials, host the webinars, and survey attendees post session on a monthly basis
- Co-Trainee Lead for the ASE Twitter Journal Club
- Work with a team to coordinate a bi-monthly journal club held via Twitter about surgical education research

2. Committee on Graduate Surgical Education, ASE

- Assisting with a survey-based study on imposter syndrome on trainees and surgeons

3. Trainee Task Force, ASE

- Develop a trainee network to promote engagement within ASE
- Increase trainee representation, leadership, and advocacy
- Identify trainee needs and goals within ASE

4. Collaboration of Surgical Education Fellows (CoSEF)

- Promote educational scholarship among residents and faculty
- Generate and support research initiatives through bi-weekly meetings

5. Top Gun Surgeon

- Served as Co-Director of the Top Gun Surgeon Learning Center Station at SAGES 2021, a 2-day technical skills competition for 50+ surgeons
- Led a team of eight volunteers to prepare for and run the event
- Guided surgeons through various technical skill drills
- Resident lead for ongoing research and outreach initiatives
- Plan and execute local technical skills training sessions for trainees
- Guide 10+ medical students and residents through the research process

6. General Surgery Residency Recruitment Team at University at Buffalo

- Resident Lead for redesigning the resident recruitment process from screening to interviewing

File Uploads

Please upload the nominee's CV

- [LHuillier-CV-10-4-2022-for-ASE.pdf](#)

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

- [LHuillier-Teaching-Statement.pdf](#)

Please upload a letter of recommendation from a learner.

- [LHuillier-LOR-from-Learner.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.

- [LHuillier-Student-Comments.pdf](#)