

# Award: Outstanding Resident Teacher Application Form

## Basic Information

Your name:

Steven Thornton

Your title:

Medical Student, MS4

Your institution:

Duke University School of Medicine

Your email address:

[steven.thornton@duke.edu](mailto:steven.thornton@duke.edu)

Name of nominee:

Harold Leraas MD

Nominee's institution:

Duke Surgery

Nominee's title:

Senior Surgical Resident

Nominee's email address:

[harold.leraas@duke.edu](mailto:harold.leraas@duke.edu)

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

Yes

## Short Essays

Why do you think the nominee deserves this award?

Harold's impact on surgical education extends back to his time as a medical student at Duke Medical School where he chaired the General Surgery Interest Group, overseeing numerous education and mentor programs for his peers. He has continued as an advisor for this group over the past several years, supervising the development of a robust community of students pursuing surgical careers. He is a leader within our Surgical Education Research Group and has a reputation for phenomenal teaching in the clinical environment. His pursuit of excellence in these domains is reflected in his participation in the ASE SERF program and Feagin Leadership curriculum. Harold has delivered several presentations on surgical education at national meetings and given multiple invited talks related to trainee success.

How has the nominee demonstrated passion and enthusiasm for teaching?

Harold's passion and enthusiasm for teaching are reflected in the longevity of his work as an educator and mentor. As early as college he was working with K12 students through after-school tutoring and support programs. Later, in medical school, he held numerous leadership roles related to medical and surgical education. He chaired the General Surgery Interest Group and developed an award-winning after-school curriculum for high school students interested in medicine. Now, as a resident, he has been instrumental in the success of medical students pursuing surgical careers. He has helped dozens of our students navigate the residency application process and succeed in their transition to training by leading the Surgical Technique and Review Course. In each context, he has demonstrated a strong commitment to the work of a surgeon educator. It is evident that he deeply enjoys this role and views it as integral to his long-term impact in academic surgery.

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

Harold has demonstrated a commitment to maintaining a positive and productive learning environment by implementing a strengths-based approach to educating learners in the School of Medicine. He has worked to help each student he teaches to identify the unique skills that they bring to the clinical and research environments. In the context of the rapport that this allows him to establish with students he faithfully provides effective and constructive feedback to his learners.

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

Harold has demonstrated his ability to provide effective feedback to his learners in both the clinical and research environment. In the clinical setting, he engages deeply with students to help them identify their zone of proximal development and move beyond the growth which they imagined was possible for themselves. He advocates for his students to be deeply involved in the surgical service and ensures they are given the scaffolding and feedback necessary to be successful. In the research setting, he generously shares his expertise in research methods to help our research students to have educational and productive experiences in the lab. He works with them to revise abstracts, manuscripts, and presentations - always offering a constructive review that highlights both areas of existing excellence and spaces for potential improvement. This tireless commitment to bringing out the absolute best in his learners is reflected in the impressive growth of the students he supports both clinically and academically.

Please give an example of the nominee role modeling professionalism.

Harold has been an effective role model of professionalism throughout his career. This is best illustrated by the fact that he has become the "go-to" advisor for our students when facing challenging circumstances in either the clinical or research environment. A clear example of this is when a student reached out to him for advice about the ethics of data management and the incidental discovery of an error in a previously submitted manuscript. Harold showed his integrity and

professionalism by helping the student to navigate this difficult circumstance. Most notably, the error did not even involve a lab that Harold was involved in. The learner simply recognized that Harold would be able to guide them through how to handle the circumstance in a professional manner.

## **Please complete the following:**

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

- Health Career Academy Grant 2015, 2016
- Feagin Leadership Scholar
- Surgical Education Research Fellowship
- Ethicon Future Leader in Surgery

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

Lectures:

1. "Surface Anatomy" Loyola University Masters of Medical Sciences. October 2012.
2. "Gastrointestinal Anatomy and Physiology" Loyola University Masters of Medical Sciences. April 2013.
3. "Gastrointestinal Anatomy and Physiology" Loyola University School of Nursing. April 2013.
4. "Lines, Drains, and Tubes" Duke University Surgical Technique and Review Course. April 2019.
5. "Gastrointestinal Malformations in Children" Duke University School of Medicine, General Surgery Interest Group. December 2019.
6. "Lines, Drains, and Tubes." Duke University Surgical Technique and Review Course. April 2020.
7. "Gastrointestinal Malformations in Children" Duke University School of Medicine, General Surgery Interest Group. January 2021.
8. "Tips and Tricks for Success as a Surgical Intern." Duke University School of Medicine Capstone Course. April 2022.
9. "Tips and Tricks for Success as a Surgical Intern." Duke University School of Medicine Capstone Course. March 2023.
10. "Trauma Assessment." Duke University School of Medicine Capstone Course. March 2023.

Programs:

1. General Surgery Interest Group- Led group transformation, restructuring educational activities, resident involvement, and faculty engagement.
2. Health Career Academy- Created program. Formalized relationship with community partner (City of Medicine Academy). Established longitudinal curriculum.
3. Surgical Technique and Review Course-Helped to found the course with partnership of residents, medical students, and faculty. Was a student, Gave lectures as junior resident, led the course as director for two years, now serve as advisor for residents leading the course and give lectures.
4. MS4 Advisory - helped develop a series of lectures and support network for applying fourth years in general surgery.
5. MS3-MS4 Curriculum- Preparatory curriculum for students completing research years and looking to elevate their work, preparing for sub-internship, and applying to general surgery residency.
6. Residency Redesign Committee- Launched and coordinate a group of residents and faculty examining the factors contributing to strength of resident education and resident quality of life. Several initiatives launched around video assessment, operative coaching, and nutrition.

Presentations:

1. Sinyard R., Leraas H. "Surgery Interest Groups: Making a Difference in Your Community." Podium Presentation. American College of Surgeons Clinical Congress. October 2015.
2. Sprinkle S., Leraas H., Tracy E., Migaly J., "Residency Programs with Non-Physician Educators are More Likely to Perform Baseline Competency Testing." Podium Presentation. American College of Surgeons Clinical Congress. October 2016. Washington DC.
3. Leraas H., Cox M., Bendersky V., Sprinkle S., Gunasingha R., Tracy E., Sudan R., "Instituting a Surgical Skills Competition Increases Technical Performance of Surgical Clerkship Students Over Time." Poster Presentation. American College of Surgeons Accredited Education Institutes Annual Conference 2017. Chicago, IL.
4. Leraas H., Suresh V., Bendersky V., Sinyard R., Sprinkle S., Gilmore B., Rialon K., Tracy E., Migaly J., "Resident-Led Cadaveric Teaching Improves Student Perception of Surgical Practice and Professions." E-Poster Presentation. Association for Surgical Education Annual Conference 2017. San Diego, CA.
5. Sprinkle S, Leraas H, Migaly J, Tracy E, "Use of Video Modalities to Teach and Assess Operative Skills: a Survey of General Surgery Program Directors (PDS)." E-Poster Presentation. Association for Surgical Education Annual Conference 2017. San Diego, CA.
6. Sprinkle S, Leraas H, Gunasingha K, Tract E, Migaly J, "Infograms and Data Viz: An Introduction to Open Source Tools for Visual Styling in Surgical Education Research." Workshop Presentation. Association for Surgical Education Annual Conference 2017. San Diego, CA.
7. Freischlag K, Leraas H, Bendersky V, Sinyard R, Geftter L, Mann B, Migaly J, Tracy E. "Health Career Academy: Addition of a Surgical Case-Based Learning Curriculum Captures the Interest of High School Students." Poster Presentation. American

College of Surgeons Clinical Congress 2017. October 2017. San Diego, CA.

8. Leraas H, Cox M, Rhodin K, Freishlag K, Gilmore B, Chang D, Sudan R, Haney J, Migaly J. " Medical Student Involvement and Learning Objectives in Morbidity and Mortality Conferences: A National Survey of the Association for Surgical Education's Academy of Clerkship Directors." Podium Presentation. Association of Surgical Education Annual Meeting. April 2018. Austin, TX.

9. Leraas H, Cox M, Gilmore B, Nag U, Ong C, Turner M, Ezekian B, Freischlag K, Migaly J, Haney J. " A Dedicated Resident Teaching Scholar Improves Surgical Clerkship Experience for Medical Students." Moderated Poster Presentation. Association of Surgical Education Annual Meeting. April 2018. Austin, TX.

10. Freischlag K, Ji K, Kamyszek R, Leraas H, Olivere L, Geftter L, Mann B, Migaly J, Tracy E. Health Career Academy: Addition of a Surgical Case-Based Learning Curriculum Captures the Interest of High School Students. Podium Presentation. Association of Surgical Education Annual Meeting. April 2018. Austin, TX.

11. Leraas HJ, Rhodin K, Chang D, Cerullo M, Thornton S, Gilmore BF, Migaly JM, Tracy ET. "Cents" of the Financial Burden of the General Surgery Residency Application Process: The Costs Don't "Match." Podium Presentation

12. Leraas HJ, Johnson M, Tracy ET, Migaly JM, Alseidi A. Residents as a Valuable Asset: The Financial Benefits of Residency Program Expansion. Podium Presentation. Association of Surgical Education. May 2022. San Antonio, TX.

13. Thornton S, Schaps D, Leraas HJ, Greenwald E, Tracy ET. Comparison of Trainee Experience with Pediatric and Adult Trauma Activations. Poster Presentation. Association of Surgical Education. May 2022. San Antonio, TX.

14. Thornton S, Leraas HJ, Vatsaas C, Greenwald E, Tracy ET . Use of a Trauma Checklist to Facilitate Medical Student Participation in Trauma Activations. Poster Presentation. Association of Surgical Education. May 2022. San Antonio, TX.

15. Thornton S, Prabhu N, Jeffs S, Jimenez F, Frisco N, Gilmore BF, Migaly JM, Leraas HJ, Tracy ET. Student-Led Anatomy Seminars Improve Knowledge of Surgical Anatomy and Promote Student Mentorship. Podium Presentation. Association of Surgical Education. May 2022. San Antonio, TX.

16. Stukes B, Ohamadike O, Paniagua A, Thornton S, Rhodin K, Nash A, Gao Q, Leraas HJ, Vatsaas C. Advancing Student Preparedness and Involvement for Representation & Equity in Surgery: The SPIRES Program at Duke University School of Medicine. Candlelight Podium Presentation. Association of Surgical Education. May 2022. San Antonio, TX.

#### Curricula:

1. Health Career Academy Durham - Curriculum for high school students interested in careers in medicine. Established at City of Medicine Academy. Now in its sixth year.

2. STAR Course - As above

3. MS3/MS4 Curriculum - As above

#### Innovations for teaching/assessment:

1. Surgical Skills Competition

2. Helped to implement virtual curriculum for MS2s as Teaching Scholar

3. Resident Education curriculum

#### Education research:

1. Medical Student Exposure to Morbidity and Mortality Conference

2. Medical Student Technical Skills Training

3. Resident Technical Skills Development Through Coaching and Video Review

4. Cost of Residency Training and Recruitment

5. Quality and Consistency of Longitudinal Curricula in Medical Student Preparation for Surgical Residency

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. Health Career Academy Durham - Curriculum for high school students interested in careers in medicine. Established at City of Medicine Academy. Now in its sixth year.

2. STAR Course - As above

3. MS3/MS4 Curriculum - As above

## File Uploads

Please upload the nominee's CV

- [Leraas-CV.pdf](#)

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

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

Please upload a letter of recommendation from a learner.

- [Thor-Leraas-Recommendation.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.

- [Leraas-Learner-Evaluations.pdf](#)