

Alison Clay Early Career Educator Award

As a first-generation medical student, Alison became interested in both critical care and teaching when she interacted with the intensivists who were course directors for her pathophysiology course in medical school. Their knowledge and skills were so impressionable, she committed to wanting to be an intensivist with a role in medical education.

As a fellow in the early 2000's, she received the support of her division chief, Dr. David Schwartz, to dedicate her research time to a medical education project. She gave back an NIH award to develop her fellowship project which included developing a critical care curriculum, utilizing 360 evaluations, standardizing expectations for key aspects of training in the ICU (1) , and understanding national critical care education and the impact of duty hours (2). As junior faculty, she was appointed to the medical education committee of the American Thoracic Society and participated in the description of core competencies for pulmonary/critical care fellowship (3).

Alison's role in undergraduate medical education started when she became the course director for the Capstone course at Duke University School of Medicine. In this role, she took a course that was 160 hours of classroom work for graduating medical students and transitioned it to competency-based education with coaches assigned to students, use of the flipped classroom, and evaluation of clinical skills using small group teaching sessions with coaches, high-fidelity simulation, standardized patients. Over time, Alison took over additional teaching responsibilities, including creation of standardized critical care curriculum for graduating medical students, and small group teaching of both first- and second-year students. In 2017, Alison became the Assistant Dean of Clinical Education at the Duke University School of Medicine. Throughout this time, she has conducted medical education research to determine the effectiveness of her projects (4-12).

Alison continued her involvement with the ATS Medical Education Committee and became a founding member of the Section on Medical Education, and the second chair of the section (following Trish Kritek). Under her tenure, the section grew to over 1400 individuals, developed working groups in medical education research and undergraduate medical education, and created a sustaining organizational structure and vision for the section, resulting in a section structure that mimics that of ATS Assemblies. Alison has been active working with the evaluation of teaching videos hosted by the website and developed under the leadership of Nitin Seam.

Additionally, Alison has worked to improve patient care and education, particularly around the experiences of survivors of the ICU and the post-intensive care syndrome (13-16). In this role, she has humbly offered up her own experiences as a patient in the intensive care unit, often sharing her vulnerable and at times embarrassing moments (17-21). In this role, she has spoken for ATS and the Society of Critical Care Medicine, run a Facebook closed group for survivors of critical illness and hosted electronic support groups

1. **Clay AS**, Que L, Petrusa E, Sebastian M, Govert J. Debriefing in the ICU: A bedside teaching tool. *Crit Care Med*. 2007 Mar;35(3):738-54.

2. Chudgar SM, Cox CE, Que LG, Andolsek K, Knudsen NW, **Clay AS**. Current Teaching and Evaluation Methods in Critical Care Medicine: Has the ACGME Affected how we Practice and Teach in the ICU? *Crit Care Med*. 2009;37(1):49-60
3. Buckley JD, Addrizzo-Harris DJ, **Clay AS**, Curtis JR, Kotloff RM, Lorin SM, Murin S, Sessler CN, Rogers PL, Rosen MJ, Spevetz A, King TE Jr, Malhotra A, Parsons PE. Multisociety task force recommendations of competencies in Pulmonary and Critical Care Medicine. *Am J Respir Crit Care Med*. 2009 180(4):290-5
4. Turner K, Molloy M, Chudgar S, Engle D, Phillips B, Stevenson E, **Clay AS**. Successful IPE Collaboration for Senior Nursing and Medical Students. *Med Sci Educ*, 2013,23:449-456
5. **Clay AS**, Ross E, Chudgar SM, Grochowski CO, Tulsy JA, Shapiro D. The Emotions of Graduating Medical Students about Previous Patient Care Experiences: A Qualitative Analysis of Letters Written to Patients by Students. *Patient Educ Couns*, Vol. 98, Issue 3, p344–349
6. **Clay AS**, Ross E, Knudsen N, Chudgar S, Engle D, Grochowski C. A Breaking Bad News Exercise to Assess Student Competence Prior to Graduation. MedEdPORTAL Publications; 2015. Available from: <https://www.mededportal.org/publication/10015> http://dx.doi.org/10.15766/mep_2374-8265.10015
7. **Clay AS**, Ross E, Chudgar S, Grochowski C, Shapiro D. Physicians' Letters to their Patients: A Reflection Exercise for Graduating Medical Students. MedEdPORTAL Publications; 2015. Available from: <https://www.mededportal.org/publication/10085> http://dx.doi.org/10.15766/mep_2374-8265.10085
8. Bailey ML, Chudgar SM, Engle DL, Grochowski CO, Moon SD, **Clay AS**. The Impact of a Mandatory Immersion Curriculum in Integrative Medicine for Graduating Medical Students. *Explore (NY)*. 2015 Sep-Oct;11(5):394-400. doi: 10.1016/j.explore.2015.07.003.
9. **Clay AS**, Andolsek KM, Grochowski CO, Engle DL, Chudgar SM. Using Transitional Year Milestones to Assess Graduating Medical Students During a Capstone Course. *J Grad Med Educ*. 2015 Dec;7(4):658-62.
10. Stevenson E, Turner K, Phillips B, Molloy M, Engle D, Chudgar SM, Frush K, Grochowski CO, Clay AS. How we engage Professional Students in Patient Safety Curriculum. *Nurs Forum*. 2015 Oct 28.
11. **Clay AS**, Ming DY, Knudsen NW, Engle DL, Grochowski CO, Andolsek KM, Chudgar SM. *CaPOW!* Using Problem Sets in a Capstone Course to Improve Fourth Year Medical Student's Confidence in Self-Directed Learning. *Acad Med*. April 26, 2016.
12. **Clay AS**, Chudgar SM, Turner KM, Vaughn J, Knudsen KW, Farnan J, Arora V, and Molloy M. How Well Prepared are Medical and Nursing Students to Identify Common Hazards in the ICU? *Annals of the ATS*. 2017: 14(4):543-549

13. Cox CE, Martinu T, Sathy SJ, **Clay AS**, Chia J, Gray AL, Olsen MK, Govert JA, Carson SS, Tulsky JA. Expectations and outcomes of prolonged mechanical ventilation. *Crit Care Med*. 2009 Nov;37(11):2888-94
14. Cox CE, Docherty SL, Brandon DH, Whaley C, Attix DK, **Clay AS**, Dore DV, Hough CL, White DB, Tulsky JA. Surviving critical illness: Acute respiratory distress syndrome as experienced by patients and their caregivers. *Crit Care Med*. 2009 37(10):2702-8.
15. McPeake JM, Hirshberg E, Christie L, Drumright K, Haines K, Hough T, Meyer J, Wade D, Andrews A, Bakhru RN, Bates S, Barwise J, Bastarache JA, Beesley SJ, Boehm LM, Brown S, **Clay A**, Firshman P, Greenberg SB, Harris W, Hill C, Hodgson C, Holdsworth C, Hope AA, Hopkins RO, Howell DCJ, Janssen A, Jackson JC, Johnson A, Kross EK, Lamas D, MacLeod-Smith B, Mandel R, Marshall J, Mikkelsen ME, Nackino M, Quasim T, Sevin CM, Slack A, Spurr R, Still M, Thompson C, Weinhouse G, Wilconx ME, Iwashyna TJ. Models of peer support to remediate post-intensive care syndrome: a report developed by the SCCM Thrive International Peer Support Collaborative. *Crit Care Med*. 2019 Jan;47(1):e21-e27
16. Unroe M, Kahn JM, Carson SS, Govert JA, Martinu T, Sathy SH, **Clay AS**, Chia J, Gray A, Tulsky JA, Cox CE. One-year trajectories of care and resource utilization for recipients of prolonged mechanical ventilation: a cohort study. *Ann Intern Med*. 2010 Aug 3;153(3):167-75.
17. **Clay AS**. The medical student as patient. *Ann Intern Med* 131:225-226.
18. **Clay AS**, Knudsen N. Two Sides to the Bed: Physician-Patient and Physician-Friend. *Clinical Pediatric Emergency Medicine*. December
19. **Clay AS**. PICs syndrome: The complete PICture from a physician-patient. *Critical Care Connections Newsletter*, August 4, 2013.
20. **Clay AS**. Medical Errors: The Personal Cost. *Ann Am Thorac Soc*. 2013 Dec;10(6):690-2.
21. **Clay AS**, Misak, CM. Engaging Survivors of Critical Illness in Health Care Assessment and Policy Development: Ethical and Practical Complexities. *Ann Am Thorac Soc*. 2016 Nov;13(11):1871-1876.