

Scholarly Concentration: Medical Education

Introduction

A key component of a career in Academic Medicine, no matter what the specialty is educating future physicians. Medical education must evolve as health care advances and having an expertise in medical education will help advance the field. The Scholarly Concentration in Medical Education (SCME) was developed to give students this opportunity.

Lead faculty: Katie Haroldson

Participating faculty: Alisa Peet, Cindy Glickman, Brian Gable, Ritesh Patel, Amanda Burden, Kevin D'Mello, Katherine McMackin, Jocelyn Mitchell-Williams, Gabriela Contino, Vede Ramdass, Parita Patel, Ziqian Wang

Goals

- Give students the opportunity to gain increased knowledge and skills in medical education
- Give students exposure to various components of medical education across various fields of practice

Capacity: 2-3 students in first year

Objectives

- By the end of the concentration, students will be able to give a talk that is organized, has slides with added value, where they explain concepts clearly, and are enthusiastic about the content
- By the end of the concentration, students will complete a project that includes a relevant question in medical education, an extensive literature review of the topic, an appropriate study design and analysis of the results, a logical conclusion, and a well-written abstract
- During their M4 year, as a mentor the students will demonstrate the skills of being a good listener, helping an M1 or M2 think about a project and supporting them
- By the end of the concentration, students will be able to complete a programmatic assessment of a course with meaningful feedback and suggestions for improvement in the course
- By the end of the concentration, students will have expanded their knowledge and skills in medical education beyond what they get from the traditional curriculum
- During the SCME, students will disseminate their work at a national level as a poster, abstract or publication
- After the SCME, students will continue to work in medical education as resident and attending physicians

If accepted, students will be assigned a faculty mentor who will work with them throughout the SCME. Students will submit all work completed and in progress in the fall of their M4 year to the SCME committee, who will write a statement for their MSPE verifying the student's participation in the SCME.

Requirements:

- Complete one 4th-year elective in medical education (see electives in medical education below)
- Complete the required Capstone Project in medical education, submitting their work extramurally for a peer-reviewed paper or meeting presentation.
- Develop and deliver three times during M3 or M4 year a talk on a topic of their choice for medical students
- Complete a programmatic assessment of a medical school course of their choice
- Attend 5 of 6 seminars in medical education (see seminar series below)
- Serve as a mentor to an M1 or M2 student in the SCME during M4 year
- Participate in a medical school committee or serve as a course liaison
- Attend 75% of the Medical Education Journal Clubs and present once in M4 year

Seminar Series in Medical Education:

The Medical Education Seminar series will occur annually throughout the academic year during lunch (12-1p). Topics will repeat yearly, so students can attend in any of their 4 years.

Topics:

- Overview of careers in Medical Education – September/October
- Teaching and learning in medicine – November/December
- Curriculum Development – January/February
- Assessment and Feedback – February/March
- Giving a talk – April/May
- Research in Medical Education – May/June

Medical Education Journal Club:

The Medical Education Journal Club will occur bimonthly throughout the academic year during lunch. The presenter will choose a topic and review 2-3 recent articles in the literature on the topic. Attendees will be sent the articles ahead of time.

Electives (To Be Developed):

- Teaching in Medicine
 - Faculty: Vede Ramdass and Ziqian Wang
 - Topics
 - Bedside teaching
 - Engaging learners
 - Developing chalk talks
 - Developing didactic lectures
- Education in Simulation
 - Faculty: Gabriela Contino, Parita Patel, Cindy Glickman, Amanda Burden
 - Topics
 - Crisis Resource Management
 - Debriefing
 - Writing and running a case
- Scholarship in Medical Education
 - Faculty: TBD
 - Topics
 - Types of scholarship
 - Writing a case report
 - Programmatic development and assessment
 - Assessment methods
 - QI in medical education
- Educational Theory
 - Faculty: TBD
 - Topics:
 - Adult Learning Theory

Electives:

- Ob/gyn
- ALG Case Writing

Activity	Hours	Mandatory
Curricular		
Complete a Capstone on a topic in Medical Education	30	Yes
Complete a one week Elective in the field of Medical Education in Phase II	30	Yes
Extracurricular		
Submit poster to regional/national conference	1	Yes
Participate actively in a medical school committee or be a course liason	8	Yes
Attend the Seminar Series in Medical Education (5 of 6 sessions)	5	Yes
Attend meetings of the Medical Education Journal Club (75% attendance)	12	Yes
Present an article once in the MEJC	4	Yes
Develop and deliver an educational talk (present three times)	15	Yes
Mentor an M1 or M2 in the SCME during M4 year	10	Yes
Create teaching philosophy in teaching portfolio	5	Yes
Prepare a programmatic assessment of a medical school course	20	Yes
Total Extracurricular Hours needed to complete the concentration	140	