

Medical Education Scholarly Concentration

Concentration Directors

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Overview

The goal of the Medical Education Scholarly Concentration is to:

- Expose students to curriculum development, teaching, and assessment
- Engage students in the discussions, planning, and implementation of various aspects of medical education.
- Prepare students for an education leadership career in academic medicine

At the completion of the Medical Education Scholarly Concentration, students will:

- Demonstrate effective uses of teaching techniques
 - Apply educational technology to improve teaching
 - Use interactive teaching methods to engage learners
- Apply knowledge and skills in medical education scholarly products

Educational Competencies

At the completion of the Medical Education Scholarly Concentration, students will:

- Be able to write clear, effective learning objectives
- Practice providing SMART feedback
- Develop a community of practice
- Learn how to facilitate a small group
- Demonstrate strong presentation skills

Medical Education Scholarly Concentration

Curriculum and Timeline for Completion of Requirements

First Year (2nd Semester)

- Attend one Monthly Educational Development workshop (second Friday of each month)
- Select a mentor
- Identify an educational scholarly project

Summer (MSI-MSII):

- Participate in Medical Education Online Asynchronous discussions (Canvas)

Second Year:

- Attend one Academy of Master Educators Journal Club meeting
OR
- Attend one Monthly Educational Development workshop (second Friday of each month)
- Lead one Medical Education SC Journal Club
- Attend all Medical Education SC Journal Club
- Work with mentor on scholarly project

Third Year:

- Co-present one Monthly Educational Development workshops (second Friday of each month)
- Work with mentor on scholarly project
- OPTIONAL*: Attend education-related meetings
 - o Curriculum Committee Meeting
 - o Graduate Medical Education Committee Meeting

Fourth Year:

- Select from one of the following activities to complete
 - 1) Co-facilitate PBL
 - 2) Prepare and deliver a workshop during MSIV Transition to Residency course
- Complete scholarly project
- OPTIONAL*: Attend one Health Educators Fellowship Program (HEFP) session (1st Friday of each month)
- OPTIONAL*: Attend education-related meetings
 - o Curriculum Committee Meeting
 - o Graduate Medical Education Committee Meeting

Ongoing

- Select an education-related committee, attend six meetings, and submit a reflection on the meeting in Canvas
 - o Curriculum Committee Meeting (third Wednesday, 4:00-5:00 PM)
 - o Graduate Medical Education Committee Meeting (fourth Wednesday, 4:00-5:00 PM)

Medical Education Scholarly Concentration

Summary of Concentration requirements:

- All requirements listed by MS year
 - Attend the Academy of Master Educators Journal Club OR one Monthly Educational Development workshop
 - Attend at least **one** Monthly Educational Development workshop (second Friday of each month)
<https://med.uth.edu/oep/educational-development/workshop-resources/workshops/educational-development-workshops/>
 - Lead at least **one** Medical Education Journal Club
<https://www.uth.edu/canvas/index.htm>
 - Participate in **all** Medical Education SC Journal Club
 - Attend education-related Medical School Committees, as described above
- Group meetings of students and directors
- Complete scholarly project

Types of faculty-mentored scholarly projects available to students:

- PBL or TBL case; student will be primary author in collaboration with faculty
- Curriculum module for use in a course, clerkship, or residency training program
- Evaluation tool for use in undergraduate or graduate medical education
- Workshop material and presentation (during MSIV Transition to Residency course or at an education meeting)
- Traditional student-authored educational research project appropriate for publication and/or poster presentation
- Innovative teaching or learning resource such as:
 - 1) Online learning module
 - 2) Concept maps
 - 3) Comparative organizers

Potential scholarly project dissemination:

The method of dissemination will depend on the nature of the scholarly project. Possible strategies include:

1. Presentation of a poster at an education meeting:
 - The Innovations in Health Science Education Annual Conference (February – Austin)
 - The Annual Academy of Master Educators Education Symposium (May – Houston or Galveston)
 - Advances in Teaching and Learning Day (June 2017, 2019 – Houston)
2. Presentation of a workshop during the MSIV Transition to Residency course
3. Publication of an educational research project
4. Implementation of a new PBL or TBL case for medical students
5. Implementation of a new curriculum module for a clerkship or residency training program

Medical Education Scholarly Concentration

Scholarly Project (Paper, Poster, or Oral Presentation)

- I. **Introduction:** Introduce the topic of the project by placing your project in a broad context and providing background information.
- II. **Purpose of the Project:** This section should make a case for why the project is needed, its importance, the problem, and the anticipated solution. You should provide a very specific and concise description of the intent of the project.
- III. **Review of the Literature:** Literature review provides the basis for understanding your project in terms of what else is known. Include historical background, theoretical considerations, and recent findings (use references).
- IV. **Methodology:** This section provides a description of the procedures used to conduct the study. It should include information about study design, the participants, the instruments/tools/resources to be used or developed, and the methods used to collect the data.
- V. **Results:** Summarize findings without interpretations.
- VI. **Conclusion:** Show how your results and interpretations agree or contrast with previously published work. Discuss the implications of your work and any possible practical applications. End with a short summary regarding the significance of the work to either learners, educators, practitioners, or the medical education field.