Medical Education Scholarly Concentration

Concentration Directors
Peggy Hsieh, MEd, PhD, Director of Educational Development, Office of Educational Programs
Margaret Uthman, MD, Associate Dean, Office of Educational Programs and Department of Pathology and Laboratory Medicine
Allison Ownby, PhD, MEd, Assistant Dean for Faculty and Educational Development, Office of Educational Programs
Patricia Butler, MD, Vice Dean, Office of Educational Programs
Gary Rosenfeld, PhD, Associate Dean, Office of Educational Programs and Department of Integrative Biology and Pharmacology

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 and feedback techniques
  - Apply educational technology to improve teaching
  - Use interactive teaching methods to engage learners
- Utilize self-reflective strategies to assess own teaching effectiveness
- Apply knowledge and skills in medical education scholarly products
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Curriculum and Timeline for Completion of Requirements

First Year:
- Attend one Academy of Master Educators Journal Club meetings
- Select an education-related committee and attend three meetings
  - Curriculum Committee Meeting (3rd Wed, 4-5PM)
  - Graduate Medical Education Committee Meeting (4th Wed, 4-5PM)
  - Curriculum Program Evaluation Subcommittee (Every other Friday, 9-10AM)
- Attend one Monthly Educational Development workshops (second Friday of each month)

Summer (MSI-MSII):
- Participate in Medical Education Online Asynchronous discussions (Canvas)

Second Year:
- Attend one Academy of Master Educators Journal Club meetings
- Select an education-related committee and attend three meetings
  - Curriculum Committee Meeting
  - Graduate Medical Education Committee Meeting
  - Curriculum Program Evaluation Subcommittee
- Attend one Monthly Educational Development workshops (second Friday of each month)
- Lead one Medical Education Journal Club (on Canvas)

Third Year:
- Attend one Academy of Master Educators Journal Club meetings
- Select an education-related committee and attend three meetings
  - Curriculum Committee Meeting
  - Graduate Medical Education Committee Meeting
  - Curriculum Program Evaluation Subcommittee
- Co-present one Monthly Educational Development workshops (second Friday of each month)

Fourth Year:
- Attend one Academy of Master Educators Journal Club meetings
- Select an education-related committee and attend two meetings
  - Curriculum Committee Meeting
  - Graduate Medical Education Committee Meeting
  - Curriculum Program Evaluation Subcommittee
- Attend one Health Educators Fellowship Program (HEFP) session and write a reflection paper on the experience (1-2 pages)
- 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
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Summary of Concentration requirements:

- All requirements listed by MS year
- Attend the Academy of Master Educators Journal Club
- Attend at least two Monthly Educational Development workshops (second Friday of each month)
  [https://med.uth.edu/oep/educator-resources/educator-development/educator-development-workshops/](https://med.uth.edu/oep/educator-resources/educator-development/educator-development-workshops/)
- Attend one Health Educators Fellowship Program & reflection paper
- Lead at least one Medical Education Journal Club (on Canvas)
  [https://www.uth.edu/canvas/index.htm](https://www.uth.edu/canvas/index.htm)
- Participate in all Medical Education Journal Club (on Canvas)
- Attend education-related Medical School Committees, as described above
- Group meetings of students and directors (in person and on Canvas)
- 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
Reflection Paper

There's some freedom to develop your reflection paper in the way that you want; however, here are some recommendations. The paper should be an original work between 1 to 2 pages in which you:

1. Demonstrate your understanding of the HEFP workshop content
2. Reflect on the significance of the content and the learning environment
3. Discuss its application in a specific professional environment

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.