**Medical Education Scholarly Concentration**

This document is intended to provide students with information about the medical education scholarly concentration including the faculty, points of contact, and requirements. The table on page two is an example timeline.

**Point of Contact**

Samuel E. Neher, MS, EdD, Assistant Professor and Director of Educational Scholarship

[Samuel.E.Neher@uth.tmc.edu](mailto:Samuel.E.Neher@uth.tmc.edu)

**Concentration Directors**

* Abbey Bachmann, PhD
  + Assistant Professor, Educational Programs Associate, Office of Educational Programs
* Mark Hormann, MD
  + Vice Dean, Office of Educational Programs, Professor, Department of Pediatrics
* Peggy Hsieh, MEd, PhD
  + Associate Professor, Director of Educational Development, Office of Educational Programs
* Mary E. Kollmer Horton, MPH, MA, PhD
  + Assistant Professor, Director, Medical Student Research Office
* Samuel E. Neher, MS, EdD
  + Assistant Professor, Director of Educational Scholarship, Office of Educational Programs
* Allison Ownby, PhD, MEd
  + Associate Dean for Faculty and Educational Development, Professor, Office of Educational Programs

**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 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
* Learn how to facilitate a small group
* Demonstrate strong presentation skills

**Curriculum and Example Timeline for Completion of Requirements**

|  |  |
| --- | --- |
| **Full Name** |  |
| **Preferred Name** |  |
| **UTHealth Email** |  |
| **Graduation Year** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Number** | **Requirement** | **Completion Date (MM/DD/YYYY)** | **Details** |
|  | **First Year** | | |
| 1 | Attend a Faculty Development Workshop |  |  |
| 2 | Select a Mentor |  |  |
| 3 | Identify an Educational Scholarly Project |  |  |
|  | **Summer of First Year/Second Year** | | |
| 4 | Participate in Medical Educational Online Asynch. Discussions |  |  |
|  | **Second Year** | | |
| 5 | Attend an Academy of Master Educators Journal Club  or  Attend a Faculty Development Workshop |  |  |
| 6 | Lead a Medical Education Scholarly Concentration Journal Club |  |  |
| 7 | Attend Three Medical Education Scholarly Concentration Journal Clubs |  |  |
| 8 | Work with Mentor on Scholarly Project |  |  |
|  | **Third Year** | | |
| 9 | Co-Present a Faculty Development Workshop |  |  |
| 10 | Work with Mentor on Scholarly Project |  |  |
|  | **Fourth Year** | | |
| 11 | Co-Facilitate a Problem-Based Learning Session  or  Prepare and Deliver a Workshop to the Transition to Clerkship Course |  |  |
| 12 | Complete Scholarly Concentration |  |  |
|  | **On-Going** | | |
| 13 | Attend Six Education-Related Meetings and Submit Reflection |  |  |
|  | **Optional** | | |
| 14 | Attend one Health Educators Fellowship Program Session |  |  |
| 15 | Attend one Physician Educator Certificate Program Session |  |  |

**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:

* Presentation of a poster at an education meeting:

1. The Innovations in Health Science Education Annual Conference
2. The Annual Academy of Master Educators Education Symposium
3. Advances in Teaching and Learning Day

* Presentation of a workshop during the MSIV Transition to Residency course
* Publication of an educational research project
* Implementation of a new PBL or TBL case for medical students
* Implementation of a new curriculum module for a clerkship or residency training program

**Scholarly Project (Paper, Poster, or Oral Presentation)**

1. **Introduction:** Introduce the topic of the project by placing your project in a broad context and providing background information.
2. **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.
3. **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).
4. **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.
5. **Results:** Summarize findings without interpretations.
6. **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.