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2015

Academy of Medical Education Scholars



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This document outlines the timeline for the Teaching Scholars Program and provides descriptions of program components.

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Program Purpose

Teaching Scholars program supports faculty in developing or enhancing skills for teaching and assessing students/trainees and education research, with the contributing to the improvement of either the undergraduate or graduate medical education program.

Program Activities

Teaching Scholars participants will complete three course components, which comprise the leading activities of the program. These are:

- Participation in several FID Series Seminars and related Teaching Scholars Workshops;
- Development of educator portfolios; and
- Design, implementation and presentation of a medical education study.

Each component is described in more detail below.

Seminars & Workshops

Teaching Scholars program participants participate in 10 of the 13 AMES/OMSE FID Series seminars and related Teaching Scholars workshops. The FID Series seminars are offered from August through May and conducted by UA COM faculty and education professionals (see [Program Faculty](#)).

The [AMES/OMSE FID Series seminars](#) are open to all faculty from all AHSC colleges and provide an opportunity for Teaching Scholars participants to interact with and learn from colleagues. Following each seminar, the Teaching Scholars participate in a workshop, an interactive session expanding on the seminar topic or focusing on developing the Commitment to Change Projects or Educator Portfolios.

All [FID Series seminars](#) are video recorded and available for those who cannot attend a session.

Core Seminars

The FID Series serves as the core seminars for Teaching Scholars participants. Each scholar will participate in several core seminars focusing on educational frameworks and strategies as these relate to the UA COM's programs and curricula.

Workshop Topics

The Director of Faculty Instructional Development conducts workshops, or one-on-one sessions, with all Teaching Scholars participants. These occur 1-2 times per month, and more often as needed. Workshops focus on education research to support the scholars' projects. The core topics are listed below.

- Designing a medical education study
 - Writing effective research questions
 - Developing a focused literature review
 - IRB issues: Drafting a project application, determining when consent is required, human subjects protection training
- Methods
 - Data Collection
 - How to determine which methods fit the study
 - Drafting surveys (question types, scales, etc.)
 - Designing protocol for focus groups and interviews
 - Interviews (types and how to conduct them)
 - Data Analysis: Qualitative and quantitative analysis
- Presentation & Publication
 - How to represent data graphically
 - How to present education research
 - Drafting a manuscript
 - Preparing posters for presentation and publication

Commitment to Change Project

The medical education study is called a Commitment to Change project, and represents an effort to improve the quality of either undergraduate or graduate medical education program by studying the teaching and/or assessment practices in a particular course, program, rotation, department or college-wide activity. Teaching Scholars participants present their Commitment to Change projects at the final FID Series seminar (held in June each year) and a poster at the Medical Education Research Day.

Each Teaching Scholars participant will work an Education Research Mentor to plan and implement the project. The Director of Faculty Instructional Development usually serves as the Education Research Mentor, however, other UA CoM faculty or staff with expertise in education, student assessment or program evaluation might be the primary or additional education research mentor.

At the end of the program, each Teaching Scholar will present the project at the final FID Series seminar to AMES faculty and a general audience. Each scholar will present the purpose and a summary of the project, research questions, methods, findings, conclusions and implications. Presentations are followed by questions from and discussion with the audience and AMES faculty.

This Commitment to Change project demonstrates a commitment to improve the medical education program as well as the individual educator's practice, and will be conducted as medical education research.

IRB Project Application Required

All participants in the Teaching Scholars program will complete a project application form to guide them in developing their Commitment to Change projects. One workshop will invite a speaker from UA IRB to discuss requirements and offer advice on the preparation of participants' project applications, or whether such applications are required. The project application process functions as a tool to guide participants in designing their research projects.

All Teaching Scholars complete CITI training in human subjects and social and behavioral sciences research, conflict of interest, and any other training required by the University of Arizona Office for the Responsible Conduct of Research (UA RCR).

Educator Portfolios

At the start of each program year, Sean Elliott, MD, outlines what an educator portfolio is and what qualifies as teaching, research or scholarly efforts. In addition, participants will be encouraged to begin using UA Vitae to upload their information and prepare for their annual review. In addition to drafting a statement of their educational philosophy, participants in the Teaching Scholars program are expected to:

- Start their educator portfolios to document teaching activity and to identify opportunities for evaluation and feedback;
- Self-assess teaching skills and identify steps toward improvement;
- Improve teaching skills; and
- Contribute to improved educational practice in the medical education community.

References on educator portfolios

Weiss Roberts, L. (2013). *The Academic Medicine Handbook*. Springer:CA. [\[Free downloadable eBook!\]](#)

Lamki & Marchand (2006). *The Medical Educator Teaching Portfolio: Its compilation and Potential Utility*. *Sultan Qaboos Univ Med J*. 6(1): 7–12.

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Constance D. Baldwin, Ph.D., Maryellen Gusic, M.D., and Latha Chandran, M.D., M.P.H. (ND). [Leadership Lesson: The Educator Portfolio: A Tool for Career Development](#). AAMC.

Simpson, D., Fincher, R.M.E., Hafler, J.P., Irby, D.M., Richards, B.F., Rosenfeld, G.C., & Viggiano, R.R. (2007). *Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship*. Summary Report and Findings from the AAMC Group on Educational Affairs Consensus Conference on Educational Scholarship. Association of American Medical Colleges.

Timeline

August/September

Teaching Scholars will identify teaching skills or department or college-wide practices they would like to improve and develop a plan to study teaching or assessment practices with the aim to improve such practices

October

Scholars submit individual plans for commitment to change projects by the date of the October seminar

November - December

Program faculty review Teaching Scholars' project plans; scholars revise and resubmit plans, as needed

November - April

Implement the plan

May

Draft report; submit draft to mentor faculty or education research mentor for formative feedback; present projects at the final seminar of the [AMES/OMSE Faculty Instructional Development \(FID\) Series](#)

Presentations: June

Submit final report of commitment to change projects (medical education studies)

Medical Education Research Day

Teaching Scholars' efforts will be recognized at the Medical Education Research Day. Beginning in 2016, this event will occur in April, to include medical students' posters. While Teaching Scholars participants will not have completed their projects at this point, the Director of Faculty Instructional Development will recognize their efforts and announce their Commitment to Change project titles as well as the date for the presentation of projects. Teaching Scholars participant will present posters of their projects at the OMSE Medical Education Research Day event in the following academic year.