



MEDICAL EDUCATION SCHOLARS PROGRAM

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Program Goals

The primary goals of the Education Scholars program are to:

- Support participants' confidence and development of knowledge and skill in conducting education research.
- Promote faculty engagement in education research and scholarship.
- Develop or enhance skills in teaching and assessment.
- Promote faculty engagement in instructional development.

Objectives

Upon completion of the program, participants in the Education Scholars program will be able to achieve the learning objectives in each of the competence areas below.

Professional Development

- Self-assess teaching skills
- Implement strategies for improvement

Educator Development

- Enhance knowledge and practice of teaching and assessment strategies and skills
- Contribute to improving educational practice in the medical education community

Scholarly Development

- Design, implement and present education research
- Contribute to institutional knowledge and skill in conducting education research

The Education Scholars Program spans a full academic year beginning in September and ending in the following summer. As the Timeline below explains, scholars then present their projects at an FID Series seminar in the following fall term. Scholars will receive formative feedback from the Academy of Medical Education Scholars (AMES) faculty at that time. The aim is to assist the Education Scholars in preparing posters of their final work at the Medical Education Research Day in the following Spring.

Timeline

Fall Term

Education Scholars Program participants will:

Participate in workshops, one-on-one sessions and asynchronous learning via the iTunes U course for Education Scholars, including the following topics:

- Developmental learning theory
- Teaching practices, strategies for assessment and feedback,
- How to design and implement education studies
- Resources for IRB regulations and University of Arizona HSPP policies.
- Design an education study addressing such issues as teaching or assessment skills, faculty development issues, curriculum or program development or improvement.
- Draft an IRB Project Application to document the study design; and submit to IRB if required by UA policies and regulations.

Attend or view the recorded sessions of the previous cohort's project presentations.

The Program Director will review participants' project plans and provide guidance in the design and execution of the project.

Spring Term

Education Scholars Program participants will:

- Implement the education study plan, i.e., collect and analyze data.
- Draft preliminary findings and submit to the Director for feedback.
- Present projects to peer participants for feedback.
- Attend the Medical Education Research Day, view Education Scholars' posters from the previous year.

Summer

Education Scholars Program participants will:

- Draft report of findings
- Discuss/submit a plan for finalizing presentation
- Prepare a draft abstract or manuscript for formative feedback

Presentations & Posters

Education Scholars Program participants will:

- Present projects at the fall of the following academic year; and
- Present posters at the Medical Education Research Day.

Related Resources

[Application](#) [View Scholars Presentations](#)

Program Activities

Teaching Scholars will complete three types of activities over the course of the academic year from August through June as follows:

- Attend several OMSE FID Series Seminars and/or AMES Hot Topics sessions, as well as participate in Education Scholars Workshops on education research methodology;
- Start or update portfolio in UA Vitae; and
- Design, conduct and present a medical education study aimed at improving some educational practice or program at the program, department or college level.

Participants present their projects to the College of Medicine at large during the Fall of the following academic year, and a poster of their work at the Medical Education Research Day held the following April.

Description & Purpose

Education Scholars will identify an opportunity for teaching improvement and design and carry out a plan for this improvement, with the assistance of the program director. At the end of the academic year, each Education Scholar will provide a written summary of the improvement plan, including a statement of the problem, methods used to address the problem, information about outcome, and plans for integration of the plan into future teaching activities.

This project represents a commitment to improve the medical education program as well as the individual educator's practice and will be conducted as medical education research. The University of Arizona [Office for the Responsible Conduct of Research](#) website has relevant policies and procedures.

Project Plan

The plan will include a statement of the problem, methods used to address the problem. Participants will implement the plan during the program year. After implementing the plan, participants will submit a draft report

of the changes they implemented and the educational or program outcomes observed. The program director will review the draft and provide the participant with feedback.

Project Presentations & Posters

Participants will present their findings at a session of the AMES/OMSE FID Series (Fall term, following year). AMES faculty will attend and provide written evaluations of each scholar's project. Scholars are encouraged to consider suggestions for future practice or enhancement of their projects, especially in developing their poster for presentation at the Medical Education Research Day (April).

The AMES faculty will be given a written evaluation form (in print or online, using Qualtrics survey tool). They will complete the evaluation at the close of the session. AMES reviews are not anonymous. All those who attend the presentations will be invited to provide feedback. Each scholar will receive a copy of each individual evaluation and feedback comments, plus an overview of descriptive statistics for all evaluations they received.



IRB & Education Scholars Projects

Most Commitment to Change projects will not require IRB full review, and many might not require expedited review. As of August 2016, the UA IRB has a third category, non-research, which does not trigger any formal review by staff or the UA IRB committee. To determine whether the project is subject to review by IRB, the project investigator completes a project determination form (download from the UA IRB website), and the designated person in the faculty member's department reviews the determination to be sure it has been completed accurately. If there is any question as to whether UA IRB should conduct either an expedited or full review of the project application, then the project investigator should contact IRB.

As part of the process of faculty development and learning how to conduct education studies, all Education Scholars participants will complete an IRB Project Application form and training, either through an IRB workshop or with IRB-approved learning modules. The Director of Human Subjects Protection Program will be consulted on questions of review or other requirements for guidance on compliance with UA policy and procedures. Often, scholars have questions about whether signed consent is required. The HSPP director can address such questions.

In short, this program utilizes the project application process functions as a tool to guide participants in designing their research projects.

Project Investigator Training

All Education 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).

More Info about IRB

For more information please go to the [UA ORCR's Human Subjects Protection Program](#).

- [Learn more about](#)
- [Contact](#) IRB Human Subjects Research program
- Related Resources
 - [Human Subjects IRB Forms](#)
 - [IRB Directory](#)
 - [HSPP updates!](#)

Project Development Resources

Creswell is the recognized leader in teaching faculty and graduate students in how to design and implement education research. The embedded excerpt from Google Books, below, offers a glimpse into Creswell's straightforward approach. You might find this text helpful in thinking about how to design your study. Download additional resources for designing and implementing education ([Related Resources](#)).

Education Scholars may also participate in the program through a combination of in-person workshops, mentoring meetings, and an iTunes U course. The iTunes U course describes learning theory fundamentals, teaching strategies, and the design and implementation of scholars' projects.

- [Medical Education Scholars Program Blog](#)

Educator Portfolio

The aim of the [Commitment to Change project](#) is to assist Teaching Scholars participants in taking steps toward improving their educational practice and/or support them in contributing to institutional efforts to improve educational practice.

Therefore, Teaching Scholars participants will participate in a session that describes the purpose and contents of an educator portfolio, in addition to starting or updating their portfolio in UA Vitae. Upon completing the program, participants will have:

- Documented activities related to their educational study;
- Identified opportunities for (peer) evaluation and feedback;
- Self-assessed teaching practices and identified steps toward improvement.
- Participants will meet with the Director during the academic year to discuss portfolio development.

Faculty Coaching Topics

Faculty coaching topics are aimed specifically for the Education Scholars Program and may be conducted one-on-one or in small group sessions. Topics focus on skills and methodologies to guide participants as they develop their Commitment to Change Projects, including how to:

- Write effective research questions
- Design a medical education study
- Develop a focused literature review
- Draft effective questions for surveys and focus groups
- Draft an IRB Project Application
- Conduct qualitative and quantitative analyses of data
- Present data

- Draft/edit a scholarly manuscript
- Prepare posters for presentation and publication

Presentation of Medical Education Projects

The Medical Education Scholars program participants present their scholarly research in medical education at the Medical Education Research Day, usually held in March or April.

Project topics have addressed curriculum development for undergraduate and graduate medical education, adapting teaching methodologies to new contexts, and exploring attributes that contribute to the success or indicate the need for improvement of educational programs.

View Past Participants and their Projects!

- [Participants](#)
- [Projects](#)

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