

**Medical Educator Pathway**  
**University of Rochester Categorical Internal Medicine**  
**And Medicine-Pediatrics Residency Programs**

The categorical internal medicine and combined medicine-pediatrics residency programs at the University of Rochester offer an optional Medical Educator Pathway for residents who envision teaching as a major component of their future careers. The program is directed by Dr. Donald Bordley, Associate Department Chair for Education and former director of the residency program.

While most physicians devote some time to teaching and all academic physicians are expected to teach as part of their faculty appointment, few have received formal training in teaching or education. The University of Rochester Internal Medicine Residency Program has a long tradition of emphasizing a resident's role as teacher. The Medical Educator Pathway is an exciting advance in this tradition. Participating residents will build an even stronger foundation in educational theory and practice to serve as a springboard for a career as leaders in internal medicine education. Residents completing all requirements of the pathway will receive their residency certificate "with distinction in medical education."

Under mentorship of URM faculty, pathway residents will participate in each of the following:

- **Hands-on teaching of medical students and residents**
- **Curriculum design, delivery, and evaluation**
- **Milestone-based competency assessment**
- **Medical education-focused scholarship**

The pathway includes:

- An annual introductory meeting for all new members of the pathway to provide an overview.
- Dedicated time (up to one half-day/week) in the PGY1 year during ambulatory blocks for each participant to include:
  - Observation and participation in selected student and resident educational programs
  - Meetings with a primary mentor
  - Meetings with educational leaders within and outside our department to establish additional mentoring relationships
  - Development of an individualized learning and teaching plan for the three years of the program
  - Foundational readings in education theory and practice
  - Web-based learning modules

- Monthly luncheon meeting to bring all pathway participants together to share ideas, discuss ongoing projects and network with leading University of Rochester educators.
- **Hands-on Teaching Opportunities**
  - **Teaching Resident Elective**
    - During the PGY2 or PGY3 year, the “teaching resident” joins an inpatient team at Strong Memorial Hospital as a teaching resource to residents and medical students on the team.
  - **Additional Resident Teaching Opportunities**
    - Physical Diagnosis Rounds
    - Teaching in conference and small-group learning sessions (see below under curriculum development)
  - **Medical student teaching** - Options for teaching in student programs include but are not limited to:
    - UR Well – Supervise, advise, and teach medical students as they care for uninsured patients in community centers
    - Introduction to Clinical Medicine - Basic instruction in interviewing and physical exam
    - SCOPE – More advanced instruction in interview and physical exam
    - Primary Care Clerkship (PCC) – Small group teaching about health behavior change counseling, system-based physical diagnosis, or focused topics
    - PCC – office-based clinical teaching
    - Disease Processes and Therapeutics (DPT) Systems-Based Pathophysiology and Pharmacology – Serve as a facilitator for Problem-Based Learning exercises and/or work with the director of a two-week systems block.
    - Comprehensive Assessments – Serve as an observer and provide feedback to students regarding encounters with standardized patients; review and critique a video tape of your teaching session with the student with your mentor.
    - By special arrangement, delivery of large-group student lecture may be possible
    - Internal Medicine Clerkship – Direct observation and feedback for third year students as they interview and examine patients during the clerkship.
- **Curriculum Design, Delivery, and Evaluation Opportunities**
  - Assist in the design, delivery, and evaluation of elements of the residency program’s conference and small-group learning sessions; for example:
    - Core Noon Conference series
    - Morbidity and Mortality Conference
    - Journal Club

- Quality Improvement Conferences
    - Ambulatory Practice Conference Series
  - Assist in the design, delivery, and evaluation of elements of the medical student curriculum; for example:
    - Assist a systems block director for DPT
    - Write a PBL Case for DPT
    - Write a Standardized Patient scenario for the Comprehensive Assessment
- **Milestone-Based Competency Assessment**
  - Over the next several years, our residency program will be re-designing our assessment methods and evaluation instruments to allow the milestone-based competency assessment now required by the new accreditation system of the Accreditation Council for Graduate Medical Education (ACGME).
  - We see participation in this process as a wonderful opportunity for Educator Pathway residents to learn and apply sound principles of assessment.
  - Specific opportunities to participate would include:
    - Assisting program directors and rotation directors in the development of milestone-based evaluation instruments
- **Scholarship Focused on Medical Education**
  - Pathway residents in collaboration with their mentors should easily identify opportunities for scholarship in the course of their varied experiences. Examples:
    - New curricular elements
    - New evaluation instruments
    - New assessment methodologies
- **Requirements for “Distinction in Medical Education”**
  - **Maintain an up-to-date portfolio of pathway experiences in Medhub (see page 5 for details)**
  - **Attend monthly MEP meetings as clinical schedule allows**
  - **Participate in at least three hands-on teaching programs for residents or medical students.**
  - **Preparation and presentation of at least one residency program large group teaching conference**

- **Completion of at least one Medical Education Scholarship project; evidence of project completion must include at least one of the following:**
  - **Presentation of a poster describing the project at a local, regional, or national poster session**
  - **Oral presentation of an abstract describing the project at a local, regional, or national meeting**
  - **Preparation and presentation of a description of the project at a residency program noon conference attended by project mentor, the MEP Director, the Residency Director, and additional faculty expert in the area of the project as appropriate**
  - **Preparation of a written description of the project, signed by both the resident and the project mentor, and reviewed and approved by MEP Director and the Residency Director**
- **Med Ed Pathway “Light”**
  - Residents who do not feel able to commit the time necessary to complete the requirements for “distinction in medical education” but who want to participate in extra teaching activities and the monthly luncheon meetings are welcome to enroll in “MEP Light.” These residents will be notified about all available teaching opportunities and also receive the schedule and topics for the luncheon meetings.

### ***About the Pathway Director***

Following graduation from Johns Hopkins School of Medicine in 1976, Dr. Donald Bordley completed his residency, chief residency, and a fellowship in general medicine at the University of Rochester. Since joining the faculty in 1981, he has devoted his career to internal medicine education. He has been Residency Program Director at Rochester General Hospital, Director of the University of Rochester Internal Medicine Clerkship, and for 15 years, from 1997 – 2012, was Director of the University of Rochester Categorical Internal Medicine Residency Program. Nationally recognized as a leader in medical education, Dr. Bordley has served as President of the Association of Program Directors in Internal Medicine and as a member of the Executive Board of the Alliance for Academic Internal Medicine.

## Medical Educator Pathway

### Maintaining Your Med Ed Portfolio on MedHub

All Med Ed program activities should be entered preceded by the designation “MEP”:

- **Individual or small group, hands on teaching experiences** should but entered as a “General Entry” and Titled “MEP Teaching” followed by the course name
  - For example if you do the Teaching Elective, it would be entered as “MEP Teaching – Teaching Elective”
  - In the “entry notes” section, say who the course director was, the dates of the experience and give a brief description of the activity.
- **Large group local conference presentations** that you prepared yourself should be entered as a “Presentation – Development”
  - Precede the conference title with “MEP”; eg. “MEP – Morbidity and Mortality Conference”
  - Complete the rest of the template and attach files as appropriate; if you prepared a PowerPoint presentation be sure to attach as well as any articles you may have used in preparing.
- **Regional or National Presentations** that you want to include in your MEP portfolio should be entered as “Presentation-National/Regional”
  - Remember to precede the title with “MEP”.
- **Projects** should be entered as “Research Project”
  - Title should begin with “MEP”
  - Complete self-explanatory template