

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. Catherine Gracey, Associate Director of the Residency Program and Director of the Primary Care 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."

MEP residents will have the opportunity to participate in:

- **Hands-on teaching of medical students and residents, beyond what is expected of all residents in the program**
- **Curriculum design, delivery, and evaluation**
- **Development/improvement of tools for formative and summative evaluation of learners and teachers**
- **Medical education-focused scholarship**

Overview of Pathway Activities in Each Year of the Program:

- **PGY1 for Categorical IM, PGY1 and 2 for Medicine-Pediatrics**
 - Attend as many as of the monthly MEP evening meetings (described below) as possible
 - Meet with the MEP Director to discuss areas of interest, potential projects, potential mentors
 - By the end of PGY1 (end of PGY2 for Med-Peds), decide on a project to be carried out over the last two years of residency and identify and meet with project mentor
- **PGY 2&3 for IM; PGY3&4 for M-P**
 - Continue to attend monthly MEP meetings
 - Participate in teaching programs as outlined below
 - Carry out the project and present results as outlined below

Pathway Activities

- **Monthly evening meetings** to bring all pathway participants together to share ideas, learn about teaching opportunities and core topics in education, 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 Education Sessions
- 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
- **Opportunities to Develop or Improve Methods/Tools for Assessment of Learners and Teachers**
 - Assist program faculty in the development or improvement of assessment methods and tools for learners and teachers in specific residency program settings.
- **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**
 - **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 experts 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 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 monthly meetings.

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