Medical Educator Pathway

University of Rochester Categorical Internal Medicine Program

We are pleased to announce that beginning in the 2013-2014 academic year, the categorical internal medicine residency program at the University of Rochester offers an optional Medical Educator Pathway for residents who envision teaching as a major component of their future careers. The program will be directed by Dr. Donald Bordley, Associate Department Chair for Education and former director of the residency program. (See below for more information about Dr. Bordley)

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 new 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.

Under mentorship of URMC 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
- Four evening seminars every year to bring all pathway participants together with leading University of Rochester educators
• **Hands-on Teaching Opportunities**
  o UR Well – Supervise, advise, and teach medical students as they care for uninsured patients in community centers
  o Participation in additional formal teaching programs for University of Rochester medical students and residents. MEP participants will select programs based on their interest. Each participant will be required to complete a minimum number of teaching contact hours over the three years of the program.
    ▪ Options for teaching in student programs will include but will not be limited to:
      • 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 lecture may be possible
      • Internal Medicine Clerkship – Direct observation and feedback for third year students as they interview and examine patients during the clerkship.
    ▪ Options for teaching in resident programs will include
      • Physical Diagnosis Rounds
      • Joining an inpatient team as a “teaching resident.”
      • Teaching in conference and small-group learning sessions (see below under curriculum development)

• **Curriculum Design, Delivery, and Evaluation Opportunities**
  o 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
  - Evidence of scholarship could take a variety of forms
    - Preparation of personal portfolio of accomplishments
    - Preparation of posters for local, regional, and national presentation; the program will fund travel for pathway residents to present their work
    - Preparation of manuscripts for publication.

- **Final “Products”**
  - The expected final “products” of the pathway would vary from resident to resident but each should plan to prepare
    - A portfolio of their pathway experiences
    - A formal summary presentation of their experience to be presented to faculty and residents towards the end of the PGY3 year.
    - At least one poster presentation of an element of the educational scholarship.
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. Handing over administrative leadership of the residency program to Dr. Alec O'Connor has finally given Dr. Bordley the time to design and launch the Medical Educator Pathway, a long-held dream.