

Medical Educator Pathway
University of Rochester Internal Medicine
and Medicine-Pediatrics Residency Programs

The Internal Medicine and Medicine-Pediatrics residency programs at the University of Rochester offer a Medical Educator Pathway (MEP) for residents who envision teaching and education as a major component of their future careers.

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 Medical Educator Pathway is designed to provide interested residents the opportunity to further develop the knowledge and skills required of an educator. 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:

- Education Pathway Elective for foundational knowledge and experiences in education
- 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
- Teaching Elective
- Medical education-focused scholarship

Overview of Pathway Activities in Each Year of the Program:

- **PGY1 for IM, PGY1 and 2 for Medicine-Pediatrics**
 - Residents are welcome to attend MEP meetings throughout the year and participate to the degree their schedules allow
 - Mid-year, residents interested in participating in the program can apply. See application section below.
- **PGY 2&3 for IM; PGY3&4 for M-P**
 - Participate in the Education Pathway Elective (when entering the pathway)
 - Attend MEP meetings
 - Participate in teaching programs as outlined below
 - Receive feedback on teaching
 - Carry out the project and present results as outlined below

Pathway Activities

- **Education Pathway Elective (EPE):** Residents entering the pathway will participate in the EPE, an opportunity for residents to come together as a

learning community, develop a knowledge base regarding core educational topics and themes, and participate in teaching and feedback activities.

- **MEP 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**
 - **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.
 - Master Clinician Rounds
- **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.
- **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. Opportunities to precept residents in the Strong Internal Medicine practice also exist.
- **Scholarship Focused on Medical Education**
 - Pathway residents in collaboration with their mentors can 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)
- Participate in Education Pathway Elective
- Attend MEP meetings as clinical schedule allows
- Preparation and presentation of the following residency program large group teaching conferences:
 - Noon Conference
 - Sign out Rounds
 - Ambulatory Education Topic (revise or develop)
- Participate in at least 20 hours of hands-on teaching programs for residents or medical students.
 - See list (above) for ideas, many additional options are available
- Obtain learner and faculty feedback on three different teaching sessions
- Reflection on teaching
 - To be completed after 1 teaching exercise
- Completion of a Medical Education Scholarship project
 - If the project is a group project, must have participated in a meaningful way.

Updated 12.1.21

- 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
- This project may count as fulfilling the residency QI project requirement IF the project has also followed the tenets of the QI process and involved at least 1 PDSA cycle.

Application Process

- Application (consisting of statement of interest and goals) to the program will be by January of the R1 year so that residents can be scheduled into the Education Pathway Elective
- Meet with the MEP Director to discuss areas of interest, potential projects, potential mentors
- By mid PGY2 year (PGY3 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

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 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 meetings. They do not have the opportunity to participate in the Education Pathway Elective except as scheduling permits.

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 be 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 “MEP-- Presentation-National/Regional”
 - Remember to precede the title with “MEP”.
- **Projects** should be entered as “MEP--Research Project”
 - Title should begin with “MEP”
 - Complete self-explanatory template