MD with Distinction in Medical Education

Goals and Objectives

The MD with Distinction in Medical Education Program provides UTHSCSA medical students with an opportunity to spend part of their medical school career participating in activities focused on different components of teaching and educational research. We expect that this program will help students shape their career goals and build an education track record that will be viewed favorably by residency selection committees.

There will be no more than 10 students from each class enrolled in the MD with Distinction in Medical Education program.

Evaluation Criteria for Entering the Program

Candidate

The application for the MD with Distinction in Medical Education Program will have a final due date of October 1st of their second year of medical school during the endocrine/female reproductive module. This will allow students an opportunity to experience different courses and potential program mentors and advisor members.

In order to be accepted to the MD with Distinction in Medical Education Program students must have minimum 3.25 GPA. Students will have to maintain a minimum GPA of 3.25 to remain in the program.

If a student's GPA falls below a 3.25, he/she will be placed on probation for one academic semester. If the student does not bring the GPA to a 3.25 or above, he/she will be excluded from the MD with Distinction Program.

Applications may be submitted at an earlier time if a mentor and advisory committee have been identified and a project proposal has been developed. As mentioned earlier, the final opportunity to submit an application will be October 1st of their second year of medical school during the endocrine/female reproductive module.

The application will include:

- Student’s Resume
- Student’s Personal Statement. Explain how participation in the MD with Distinction in Medical Education Program would benefit you and the role you will play in the described project (1 page)
- Mentor’s Resume (maximum of 2 pages) – resume MUST include summary of all educational experience.
- Certification that mentor has completed Collaborative IRB Training Initiative (CITI).
- Letter of intent from the mentor (1 page).
• Mentoring Plan (2 page standardized form). Present a longitudinal plan that includes:
  a) How often will the mentor meet with the student?
  b) Who else will be responsible for mentoring the student (Advisory Committee)?
  c) What are the expectations the mentor has for the student regarding attendance at conferences or other educational activities and how do these activities enhance the student’s teaching experience?
  d) List the specific resources available to the student to perform the project.

• Project Description (written by student with input from mentor). All of the following elements must be included in the Project Description (maximum of 3 pages):
  a) Specific Educational Aim(s)
  b) Background and Significance
  c) Educational methods
  d) Evaluation Criteria
  e) Timeline for completion of the project

All applications will be reviewed by the MD with Distinction in Medical Education Advisory Committee. The committee will focus on the feasibility of project as well as the educational experience of the mentor.

The advisory committee will consist of; 2 medical students (MSII and MSIV), 2 members of the MD with Distinction in Medical Education Development Committee, 2 faculty from the Academy of Master Teachers and Dr. David L. Henzi (7 members total). Each member will be asked to serve on the committee for a total of two years. The appointment of committee members will be staggered to allow consistency with members.

Student Project

With the assistance of the mentor and advisory committee, the students will be asked to complete a project designed to increase the teaching effectiveness of a particular area within a course. This requirement of the MD with Distinction in Medical Education Program will have the most variability. It will be the responsibility of the student and their mentor and advisory committee to develop an educational research project (e.g., new syllabus, on-line instruction, curriculum development, etc.).

Following the implementation of this educational research project, the students will have to evaluate the effectiveness of the program. It will also be the responsibility of the student and their mentor and advisory committee to develop an evaluation tool for the project (e.g., surveys, focus groups, etc.).

Once the project begins, the student will be required to complete summaries two times a year briefly describing the overall progress of the project

Mentoring Plan and Advisory Committee

Students will be required to identify a UTHSCSA faculty mentor who will help in the development of the student educational research project. The mentor will be chosen from a list of members of the Academy of Master Teachers.
The student will also be required to identify an advisory committee. The advisory committee will include a minimum of two other members of the UTHSCSA community. The advisory committee will include individuals who are either familiar with the content of the student’s project or are familiar with the mechanism which will enable completion of the student project (e.g., web development, curriculum design, evaluation, educational research etc). The advisory committee will provide feedback and guidance throughout the project.

Completion of Teaching Course

Students will be required to complete an on-line course. This on-line teaching course includes the following sections:

A. The Art & Science of Teaching; Demystifying Learning Styles
B. Effective Instruction: A Primer to the Adult Mind
C. Lesson Planning: Where to Begin?
D. Questions: Windows into your Students’ Minds, (e) Developing Effective Lectures, (f) video vignettes of good and bad teaching.

Once students are accepted into the MD with Distinction in Medical Education Program, they must complete the on-line teaching course before beginning their independent educational research project.

Selection as a Teaching Assistant

Students will be required to work as a teaching assistant for a current course or preparation course. Possible teaching assistant opportunities include: Molecules to Medicine, Language of Medicine, Attack and Defense, Circulation, Respiratory Health, Renal/Male Reproductive, Mind, Brain and Behavior, Endocrine/Female Reproductive, Digestive Health and Nutrition, MSK & Dermatology, USMLE Step 1 Prep, Community Service Projects, Geriatric Curriculum, Pre-matriculation or Medical Spanish course.

Students must document a minimum of 15 hours of teaching assistant activities. The time working as a teaching assistant can come from more than one course (e.g., 10 hours as a gross anatomy TA and 5 hours as a pre-matriculation teaching assistant). Students will be evaluated by learners during the teaching assistant experience.

Review/Evaluation Criteria for Students in the Program

Assessment of Teaching

A. Students will be required to teach TWO “mini lectures.” The first “mini lecture” will be no more than 15 minutes in length and cover any topic of interest to the student. The second “mini lecture” will cover a topic decided upon by the advisory committee. Following the lectures, students will be debriefed by audience members on different aspects of the presentation.

The lecture will be presented to other members of the MD with Distinction in Medical Education Program as well as the MD with Distinction in Medical Education Committee. The presentations will occur the week following the completion of the pre-clinical year (following MSK & Dermatology module).
B. One “mini lecture” will be taped and placed on a DVD by TV Production Services (a Division of Educational Media Resources). The student will be required to view the lecture performance and provide a one page synopsis of the strengths and weaknesses of the lecture. The synopsis will be due one week after the distribution of the DVD and submitted to the MD with Distinction in Medical Education Program director.

Presentation and Submission of Student Educational Research Project

Students will be required to present his/her educational research project to an audience including the Academy of Master Teachers, his/her mentor and advisory committee, and the MD with Distinction in Medical Education Advisory Committee.

The student will be asked to present his/her project and results during March of his/her fourth year.

Students will also be asked to submit their educational research project for publication within a medical educational journal or for presentation at a medical education conference.

Portfolio

The advisory committee will evaluate the student’s completion of activities via portfolio (either electronically or in folder). Upon successful completion of all activities, the student will be granted an MD with Distinction in Medical Education degree.

Program Evaluation/Outcome Measures

1. Number of students successfully completing the program
2. Number of meeting presentations by students in the program
3. Number of publications by students in the program
4. Types of residency training of students in the program
5. Post-residency employment of students in the program
6. Number of students in the program with academic careers
7. Grants obtained by students in the program
8. Student evaluations of program
9. Mentor evaluations of program

Contact Information

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