

HONORS IN MEDICAL EDUCATION AT MEDICAL COLLEGE OF WISCONSIN

PROGRAM PURPOSE

The purpose of this program is two-fold:

1. Encourage, support, and recognize medical students who aspire to pursue careers in Academic Medicine and/or be a purposeful Medical Educator.
2. Reinforce excellence in teaching, highlighting the educational theories and practice that a clinician will come to depend on in a career in academic medicine.

PROGRAM ELIGIBILITY

Candidates must submit their Honors in Medical Educator *proposal* by September 1st of their third year.

Criteria for consideration include:

1. Candidate must be in **good academic standing** and demonstrate a **sustained commitment to education** and leadership during the first 4 semesters of medical school.
 2. Preparation/ Formal **Coursework** (e.g. outstanding performance in Clinician Educator (CE) pathway, or approved alternative)
 3. Education and/or leadership focused activities (e.g. through pathways and/or summer experiences and/or student groups) beyond the minimum course requirement, and that results in a **tangible product** (e.g. new curriculum unit, course proposal, needs assessment, OSCE case, etc.)
 4. Evidence of progress toward the completion of a relevant (**educational**) **scholarly project** that will meet MCW graduation requirements, including (at minimum) a submitted and approved Scholarly Project Proposal.
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APPLICATION REQUIREMENTS:

1. Personal Statement and Teaching Philosophy

Outline accomplishments to-date, personal goals and commitment to academic medicine, teaching, and leadership. This should not exceed 500 words and include the following key points:

- A description of the principles that guide your work as a teacher/educator.
- Your specific interests and career goals as a teacher/educator.
- If applicable, an explanation of any professional development programs you have participated in to improve your work as a teacher/educator.

2. Individual Learning and Development Plan:

The Candidate must provide an **Individual Learning and Development Plan** through graduation that includes a commitment to relevant educational and leadership activities.

The plan should include formal coursework and educational enrichment activities **including:**

- A scholarly project that meets any of the competencies as outlined in *“Teaching as a Competency” Competencies for Medical Educator’* ([Academic Medicine: October 2011 - Volume 86 - Issue 10 - p 1211-1220 doi: 10.1097/ACM.0b013e31822c5b9a](https://doi.org/10.1097/ACM.0b013e31822c5b9a))
- Sustained commitment to the Clinician Educator Scholarly Pathway (or approved alternative)
- Planned enrollment in electives that contain opportunities for formalized teaching (e.g. Medical Students as Teachers, Advanced Anatomy, Learning Community near-peer coaches, Patient-Based Discussion facilitation, etc) in third and fourth years of medical school; this could include institutional opportunities that are not considered academic electives but are experiential and

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offer formal coursework to advance knowledge, skills, and attitudes that align with the competencies as outlined in *"Teaching as a Competency" Competencies for Medical Educator'* ([Academic Medicine: October 2011 - Volume 86 - Issue 10 - p 1211-1220 doi: 10.1097/ACM.0b013e31822c5b9a](https://doi.org/10.1097/ACM.0b013e31822c5b9a))

- Evidence of activities that fit into at least three of the six core teaching competencies and two of the four specialized teaching competencies as described in *"Teaching as a Competency" Competencies for Medical Educator'* ([Academic Medicine: October 2011 - Volume 86 - Issue 10 - p 1211-1220 doi: 10.1097/ACM.0b013e31822c5b9a](https://doi.org/10.1097/ACM.0b013e31822c5b9a)), artifacts of which will be included in the *Teaching Portfolio* and must be supervised by an MCW faculty mentor.
 - Core Teaching Competencies
 - (i) Medical (or content) Knowledge
 - (ii) Learner Centeredness
 - (iii) Interpersonal and Communication Skills
 - (iv) Professionalism and Role Modeling
 - (v) Practice-based Reflection and Improvement
 - (vi) Systems-based Learning
 - Specialized Teaching Competencies
 - (i) Program Design and Implementation
 - (ii) Evaluation and Scholarship
 - (iii) Leadership
 - (iv) Mentorship

These plans should exceed any minimum Scholarly Pathway expectations. While non core activities can also be credited as activities towards being granted Honors, achieving Honors indicates the student has gone well above and beyond the norm and should be reflected in the breadth and depth of activities a Candidate participates in.

3. Letter of support from Faculty Mentor

The letter should outline support for the Candidate, application materials, and plan for achieving Honors.

4. Academic Standing

Candidate must be in good academic standing to participate in the Honors in Medical Educator program. Candidate obtains this proof via Registrar's Office.

APPROVAL OF THE HONORS IN MEDICAL EDUCATION APPLICATION:

Applications to the Honors in Medical Education program will be reviewed by the MCW Honors Committee. The Honors Committee is comprised of the Clinician Educator (CE) Scholarly Pathway course directors, CE Pathway course coordinators, and faculty from the Clinician Educator Track at MCW and appointed by the CE Pathway course directors. Each application will be reviewed by a minimum of one CE Pathway course director and one Clinician Educator faculty member. Applications will be assessed based upon their fulfillment of the above required criteria, including demonstrating a plan to demonstrate at least 3 of 6 core competencies and 2 of 4 specialized competencies outlined in *"Teaching as a Competency" Competencies for Medical Educator'* ([Academic Medicine: October 2011 - Volume 86 - Issue 10 - p 1211-1220 doi: 10.1097/ACM.0b013e31822c5b9a](https://doi.org/10.1097/ACM.0b013e31822c5b9a)). Candidates whose applications are not approved may have the opportunity to revise and resubmit their application once for reconsideration based upon the committee's recommendations.

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SUCCESSFUL COMPLETION OF THE HONORS IN MEDICAL EDUCATION DESIGNATION:

Candidates accepted to the Honors in Medical Education program will dedicate their M3 and M4 year to accomplishing the following:

1. Submit a draft Educator's Portfolio and Synthesis Paper for peer and faculty review by September 1 of their M4 year
2. Participate as a peer reviewer of another Candidate's Educator's Portfolio and Synthesis Paper by January 31 of their M4 year
3. Meet virtually or in person with Honors Committee at least once to discuss their candidacy for Honors, including feedback on their draft portfolio and synthesis paper, by January 31 of their M4 year
4. Submit final copies of the following by January 31 of the Candidate's M4 year.

1. Educator's Portfolio

The digital [Educator's Portfolio](#) must address at least six of the following ten themes, with artifacts. All Honors Candidates must include sections on Philosophy of Education, Scholarship, and Long-Term Goals in their Educator's Portfolio, in addition to at least three additional themes from the list below:

- ***Philosophy of Education [Required of all Honors Candidates]***

The Personal Statement & Teaching Philosophy that was submitted as part of your Honors in Medical Educator application.

- ***Curriculum Development***

Present evidence of development of new or substantially revised curriculum, to include:

- a. Educational objectives
- b. Development of instructional unit keyed to objectives
- c. Teaching methods
- d. Instructional materials and resources

- ***Teaching Skills***

Present evidence of your skills as a teacher to include:

- a. Peer Review - Letters or evaluations from peer teachers
- b. Learner Review - Evaluations and feedback from learners
- c. Videos of teaching

- ***Assessment of Learner Performance***

Provide evidence of the ability to construct and implement reliable and valid assessments of Candidate's performance over a range of methods (e.g. written examinations, Objective Structured Clinical Examinations (OSCE), oral examinations, chart reviews). Two essential qualities are:

- a. Reliability: consistency, precision, and dependability of the measurement
 - i. Test-retest reliability
 - ii. Inter-rater reliability
- b. Validity:
 - i. Face validity: student ratings of the "fairness of the evaluation"

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ii. Content validity: appropriately samples the instructional experience

▪ **Advising**

Provide evidence of informal or formal advising and the impact of the relationship.

- a. List advisees and time spent interacting.
 - i. Give examples of advisee work under your guidance.
 - ii. Testimonials by student of impact of advisor.

▪ **Educational Administration**

Evidence of educational leadership examples include:

- Committee participation (e.g. Medical Curriculum Committee, Curriculum Innovation Steering Committee)
- Recruitment efforts (e.g. working with Admissions)
- Preparation for an accreditation or LCME review (e.g. involvement on LCME study committee)
- Letters of support from Committee Advisors, Supervisors, Committee Chairs
- Reports from accreditation review, if authors listed
- Self-assessment of administrative skills
- Administrative reports that you authored

▪ **Scholarship [Required of all Honors Candidates]**

Examples of Medical Education scholarship may include:

- Presentations and Publications
 - MCW Scholarly Project
 - Publications
 - Posters at regional or national meetings
 - Invited presentations
 - Discussant at meetings
 - Reviewer for educational conferences or journals
- Grant or Contract
 - List Title, Source, Principal Investigator, Position, Dates and Amount of funding
 - Provide other data as available: funding priority score, reviewers comments

▪ **Membership and Service in Education-Related Professional Organizations**

- Membership in organizations
- Service on committees or projects; document elected positions

▪ **Teaching Awards**

List any awards, certificates, or honors you have received.

Include the times you were a "finalist" for teaching awards.

List a brief description of the criteria used to select award recipients, if not evident from the title.

▪ **Long-Term Goals [Required of all Honors Candidates]**

- Describe your intentions and goals for the future. Include residency, fellowship (if applicable), and years beyond.
- Include a copy of your Honors in Medical Educator Synthesis paper

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2. Synthesis Paper:

The Synthesis Paper should tie together all experiences as an educator with specific emphasis on medical education. The paper should draw on artifacts from your Educator's Portfolio and tie them to the Teaching Competencies as outlined in your application ("*Teaching as a Competency*" *Competencies for Medical Educator*' ([Academic Medicine: October 2011 - Volume 86 - Issue 10 - p 1211-1220 doi: 10.1097/ACM.0b013e31822c5b9a](https://doi.org/10.1097/ACM.0b013e31822c5b9a)). **The synthesis paper should demonstrate progress towards competence in three of the six core teaching competencies and two of the four specialized teaching competencies.**

Your synthesis paper should also outline future projects you intend to work on and teaching skills to be improved, added, or expanded.

The Synthesis Paper should explain how the Honors Candidate progressed from formation of their Individual Learning Plan in their Honors Proposal application to the Competent Educator they are today. It should outline future opportunities for growth in these competencies moving forward.

Structure:

One paragraph abstract should highlight vision, goals set and accomplished, competencies demonstrated, work product produced, and next steps in growth anticipated. This abstract should be appropriate for inclusion in the "Bio" section of a professional networking website (e.g., LinkedIn, etc).

The body of the paper should devote at least one paragraph for each competency the Candidate chooses to highlight. Progress toward a minimum of three core teaching competencies and two specialized teaching competencies should be described, including intentional goal-setting, evidence of effort/progress, evaluation of current state, and identification of future goals with next steps enumerated. The synthesis paper may reference the Candidate's Educator's Portfolio but should not re-state information that can be found in the Portfolio.

How the Candidate's scholarly project contributed to growth in identified competencies must be included in the synthesis paper. This may be addressed within paragraphs devoted to each competency or may be described in a separate body paragraph.

A one paragraph conclusion should address progress towards Honors Candidate's overarching vision and state whether the Honors Candidate has achieved criteria of Honors in Clinician Educator and how/why this is so.

Honors in Medical Education Portfolio and Synthesis Papers will be evaluated on the gravity of content. The following six domains must be fulfilled. In addition, the Honors Candidate's Portfolio and Paper will be evaluated on overall impact (were the Candidate's efforts impactful to themselves, MCW colleagues, and/or peers outside of MCW).

The Synthesis Paper and Teaching Portfolio must demonstrate:

- **Originality** – All work must be original and have been produced since the start of medical school.
- Evidence of **leadership, innovation, creativity** – The student must have a primary lead role in this educational endeavor.
- **Quantity** – The body of work should be substantive and represent a **significant commitment of time and intellectual energy**.
- Evidence of **sustained impact** – The product developed must be sustainable or have meaningful impact beyond the presentation.
- **Quality** - High quality work is essential, as assessed by the Honors in MCW Academic Clinician committee.

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3. Accepted Scholarly Project

The Candidate will have an accepted Scholarly Project that is educational in nature, defined as a project that contributes to the Candidate's development in at least one of the Teaching Competencies as outlined (*"Teaching as a Competency" Competencies for Medical Educator* ([Academic Medicine: October 2011 - Volume 86 - Issue 10 - p 1211-1220 doi: 10.1097/ACM.0b013e31822c5b9a](#)).

4. Completed and signed Mentor Attestation letter

A letter from the Candidate's Mentor must provide testimony that the Educator's Portfolio represents original work and the Candidate's involvement warrants authorship.

Criteria used by Honors committee in reviewing applications and final material submissions.

GLASSICK'S CRITERIA	MEDICAL EDUCATION SCHOLARSHIP
Clear Goals	<ul style="list-style-type: none">• Shared goals of importance to community served• Address Community-identified needs and build on Community assets and strengths• "SMART" objectives (Specific, Measurable, Attainable, Relevant and Time-bound)
Adequate Preparation	<ul style="list-style-type: none">• Knowledge of scientific background and previous research/work in the area of interest
Appropriate Methods	<ul style="list-style-type: none">• Culturally appropriate, valid methods• Participatory methods; assessment, defining goals and expected outcomes, program planning, implementation, evaluation and dissemination
Significant Results	<ul style="list-style-type: none">• Measures of inputs, process, outcomes, goal achievement• Results meaningful scientifically and to the medical educational community
Effective Presentation	<ul style="list-style-type: none">• Publication or presentation to stakeholders (e.g., academia, media, policy-makers)• Shared credit and dissemination
Reflective Critique	<ul style="list-style-type: none">• Critical reflection on processes, results and impact to guide future directions

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Candidates should complete the top component; Office staff will complete the remaining spaces

NAME AND CONTACT INFORMATION

Name:	
E-mail address:	
Phone number:	
Year of Graduation:	

APPLICATION CHECKLIST – Include with this completed form

<input type="checkbox"/> Personal Statement & Teaching Philosophy
<input type="checkbox"/> Individual Learning and Development Plan
<input type="checkbox"/> Scholarly Project proposal
<input type="checkbox"/> Letter of Support from Faculty Mentor(s)
<input type="checkbox"/> Statement of Good Standing

Honors in Medical Educator Requirements

- Honors candidates must submit all final Honors work by January 31 of their fourth academic year of MCW School of Medicine enrollment (*time spent on LOA and/or in other programs will not count as academic years*).
- All Honors products must be approved for the Honors distinction by February 1 of the graduation year.

Return your materials electronically to Meaghan Hayes at mehayes@mcw.edu

APPLICATION

Date submitted	Date Rec'd (Office use only):
Candidate Name:	Candidate email:
Mentor Name/Department:	Mentor email:
Pathway(s) M2/Phase 2:	