From Learner to Scholar: Diversifying the Pool of Medical Educators Through a Postgraduate Medical Education Track

Ulemu Luhanga, MSc, MEd, PhD
Taryn Taylor, MD, MEd
EMORY UNIVERSITY SCHOOL OF MEDICINE
Outline

- Background
- What we’ve done
- Lessons learned to date
Demographics

- >1300 residents & fellows
- 21 Departments
- 110 Residency/Fellowship Program
Medical Education Residency Track (MERT)

Eligible: Open to PGY2+
Duration: 18 months

- Principles of Scholarly Teaching
- Introduction to Medical Education Scholarship
- Capstone Project
Evaluation Study

**Evaluation Study Plan**

Longitudinal:

During + Follow-up will occur 6, 12, and 24 months after completion

**Evaluation Methods**

Self assessments,
Peer assessments,
End of Phase Surveys,
Semi-structured interviews
Curricula Vitae (CVs) review
2018-2019 Cohort*

- Pulmonary/Critical Care Medicine
- Surgery
- Pathology
- ENT
- Pediatrics
- Anesthesiology
- Cardiology
- Internal Medicine
Principles of Scholarly Teaching

- Peer Teaching Topics
  - Learning & Teaching Principles
  - Learning Needs & Outcomes
  - Outcomes / Competency-Based Medical Education
- Teaching & Learning Strategies
- Learner Engagement & Reflection
- Feedback & Contemporary Feedback Models
- Assessment

The Simplest Experiential Learning Cycle

DO IT.

Now What?
What will I do differently next time?

What?
What happened?
What were the results?

So What?
What do these results imply? How did I influence the outcome?

compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html
Lessons Learned to Date

• **Strengths**
  - Opportunities for peer teaching
  - Opportunities for group discussions and interactive team work activities.

• **Areas for Improvement**
  - Variable strengths to peer teaching presentations

• **Transfer of Learning (Applying Skills to Workplace)**
  - Teaching & Facilitating Learning (70%)
  - Learning Needs & Outcomes (50%)
  - Bed- & Bench-side Teaching Strategies (50%)
  - Feedback & Contemporary Feedback Models (50%)