

# Achievement in Medical Education Program (AMEP)

Office for Medical Educator Development (OMED)

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## Background

Academic medical centers embrace the mission to develop future physicians, health-science research scientists, and other health-care professionals who are competent in clinical, research, and educational skills. These centers also have the unique opportunity to provide professional development opportunities towards excellence for faculty, residents, fellows, doctoral students, and post-doctoral scholars with a strong interest in the educational processes that assure these competencies.

Through the Achievement in Medical Education Program (AMEP), UNMSOM educators receive professional development and achieve recognition that demonstrates, encourages, and values excellence in teaching across all elements of basic science and clinical education within the School of Medicine. Participants actively engage in learning, applying knowledge, developing skills, reflecting on the process, and developing an action plan for ongoing personal and professional growth as educators. The program includes both *Foundational* and *Advanced* pathways:

- The Foundational pathway contributes toward achievement of basic educator skill (further demonstrated in teaching opportunities). This pathway is expected for SOM faculty (tenure-track basic science and clinician faculty including clinician educators and lecturers, but *not* research-track faculty) as a requirement to demonstrate competence for their first promotion (note that some faculty need to demonstrate excellence, a higher standard than competence, for promotion).
- The Advanced pathway supports development of a high level of excellence in medical education.

## Objectives

The *Foundational* pathway establishes the fundamental knowledge and skills that can be used as a framework for competent teaching in the School of Medicine. Upon completion of the Foundational pathway a participant will:

- Demonstrate both theoretical and applied knowledge of education and its application to teaching through participation in diverse professional-development opportunities and reflection of how this new knowledge informs new educational practices
- Improve instructional approaches as a consequence of performing a reciprocal peer review of an observed teaching activity
- Reflect upon his or her own professional identity as an educator via development of an educational philosophy that relates learning experiences in the program to their varied teaching and curriculum-development roles in their departments

Completion of the Foundational pathway is expected of all SOM faculty (except research-track faculty) prior to their first promotion. The requirement for newly hired faculty would be waived for faculty who demonstrate equivalent accomplishments in education as approved by the Senior Associate Dean for Academic Affairs (e.g., education degree, experience comparable to Medical Education Scholars, Certificate in University Science Teaching, Academic Science Education and Research Training, etc. at UNM SOM). Other SOM educators, staff, and students may pursue the program on their own to earn a certificate of recognition.

The *Advanced* pathway represents exemplary effort to develop educational expertise. Upon completion of the “advanced” level program, participants will, in addition to the Foundational level, also have:

- Advanced toward scholarship in medical education by dissemination of scholarly achievement
- Encouraged teaching excellence and shared evolving expertise in medical education with other educators

### **Program Description & Requirements**

Criteria for each program pathway includes learning (workshops, core plus elective focus), application, reflection, plan of action, and feedback on teaching. (Prior completion of relevant TED and/or OMED workshops counts toward requirements.)

Core workshops currently offered in the HSC represent seven core areas of professional learning in medical education:

1. Evidence-based practices for effective large-group teaching and learning
2. Evidence-based practices for effective small-group teaching and learning
3. Best practices in providing feedback with good judgment to learners and colleagues
4. Learning science foundations for an evidence-based framework for teaching practice
5. Best practices for mentoring researchers and developing research skills
6. Evidence-based practices for teaching clinical reasoning and bedside practice
7. Developing curriculum at session to course level: objectives, learning activities, assessment

### **Requirements**

#### Foundational Achievement in Education

- Completion of four (4) OMED workshops (encouraged within two years of hire for those required to demonstrate Foundational achievement at time of promotion). Each workshop must be in a different core professional learning area. Of these four, at least two workshops representing each of core professional learning areas 1 and 2 (listed above) are required.
- Participation in reciprocal peer observation of teaching (coordinated by OMED) by time of promotion (*Peer Observation in Support of Effective Teaching - POSET*)

- Complete a “Personal Philosophy of Education” as part of the “Educational Portfolio” within the promotion dossier by time of promotion that includes explanation and reflection upon the incorporation of learning from workshops, peer observation, and personal teaching practice along with a plan of future actions for continuous improvement as an educator

### Advanced Achievement in Education

In addition to the Foundational requirements:

- Complete four (4) OMED workshops or other educational activities not offered by OMED but approved for inclusion by OMED, such that combined workshop experiences in pursuit of Foundational and Advanced achievement include at least (5) core professional learning areas
- Participate in reciprocal observation & feedback via at least one additional *Peer Observation in Support of Effective Teaching (POSET)* activity (arranged in consultation with OMED)
- Develop a proposal for a scholarly project, which includes research question, literature search, methodology, assessment design for submission to SEAC, or design, implement, and evaluate an OMED workshop. These activities would contribute to the development of the Educational Innovation Description in the performance evaluation dossier.
- Complete an updated “Educational Portfolio” that reflectively incorporates learning in the program, innovations in education, and personal teaching practice along with a plan of future actions for continuous improvement as an educator

### **Process**

- AMEP is open to all UNMSOM faculty (basic science and clinical), residents, resident fellows, post-doctoral fellows, doctoral students, and also staff who are responsible for onsite and offsite teaching and training.
- Each participant completes registration that includes basic demographics, department, job title, pathway pursued, etc. (All SOM faculty will be enrolled in the Foundational pathway upon hire, with information provided to OMED by Academic Affairs.)
- Each Advanced-pathway participant (and non-faculty Foundational-pathway participant) meets one-to-one with OMED to develop/document action plan for completing the program.
- Department chair is notified of participant’s commitment; chairs are encouraged to consider assigning 0.1 of Educational FTE to participants pursuing the Advanced pathway.
- Time frame is flexible with recommendation of completion in 2 to 3 years for each program level.
- OMED monitors progress toward completion of workshop and POSET expectations by each program participant.

- Departments are responsible for monitoring their faculty members' progress toward promotion. This will include identifying a senior faculty educational leader to monitor, mentor, and formatively assess (with OoE/OMED/OAA consultation, if desired) the "Personal Philosophy of Education" component of the Foundational pathway.
- OMED monitors and arranges for mentorship of all participant activities in the Advanced pathway, with possible involvement by faculty who have completed the advanced program or the Medical Education Scholars program.
- Certificate of completion is awarded at conclusion of the program at each level.
- Participants are recognized in the UNMHSC newsletter as having completed this program in medical education.

## General Learning Goals and Example Workshops for Each Core Professional Learning Area

(Note: Each workshop has its own specific learning objectives)

Core Professional Learning Area	Learning Goals <i>Participants will be able to ...</i>	Example Workshops <sup>1</sup>
1. Evidence-based practices for effective large-group teaching and learning	... apply results from learning-science and communication research to develop and deliver lectures with well-designed visual aids and audience interactivity for any learner audience.	<ul style="list-style-type: none"> <li>Transforming Your Lecture Presentations to Enhance Conceptual Learning</li> </ul>
2. Evidence-based practices for effective small-group teaching and learning	... apply results from sociocognitive and learning-science research to develop and facilitate learning in small groups and teams	<ul style="list-style-type: none"> <li><i>Facilitating Learning in Small Groups: Asking Students to Work Together isn't Enough</i></li> <li>Facilitating Learning in the Clinical Reasoning Courses</li> </ul>
3. Best practices in providing feedback with good judgment to learners and colleagues	... use thoroughly tested processes for providing feedback to promote learning and improvement within any educational setting with learners and professionals	<ul style="list-style-type: none"> <li>Delivering Effective Feedback</li> </ul>
4. Learning science foundations for an evidence-based framework for teaching practice	... provide basic research-based explanations for how teaching in various formats and settings can enhance learning and apply these concepts to their practice	<ul style="list-style-type: none"> <li>How People Learn</li> <li>Active Learning: What is it? Why does it Work? How do I do it?</li> <li>Why Aren't All of My Students Learning?</li> </ul>
5. Best practices for mentoring researchers and developing research skills	... effectively mentor graduate students, post-doctoral fellows, junior faculty, and other research staff to become highly competent independent researchers.	<ul style="list-style-type: none"> <li>Communicating Effectively with Mentees<sup>2</sup></li> <li>Understanding Diversity Among Mentees<sup>2</sup></li> <li>Leadership Skills &amp; Opportunities: How to Build a Research Team<sup>2</sup></li> </ul>
6. Evidence-based practices for teaching clinical reasoning and bedside practice	... integrate results from clinical education research and practice to promote learning among medical students and residents in clinical settings	<ul style="list-style-type: none"> <li>How to be a More Effective Inpatient Teacher</li> </ul>
7. Developing curriculum at session to course level: objectives, learning activities, assessment	... apply widely adopted and accepted practices to develop objective-defined and assessable courses and class sessions.	<ul style="list-style-type: none"> <li><i>Designing Courses and Class Sessions for Meaningful Learning</i></li> <li>How to Incorporate Flipped Learning into Your Teaching</li> </ul>

<sup>1</sup> Unless otherwise noted, these are OMED Workshops offered on a regular basis (1 or 2 times each year) or being developed for regular offerings. Titles in *italics* are new but are either in development or planned for implementation by FY17. Substitution of other workshops provided by OMED, other SOM departments, or external organizations is possible with OMED Director approval.

<sup>2</sup> Offered by the CTSC Faculty Mentor Development Program