### Course Goals

The Distinction in Medical Education and Teaching capstone elective will enable students to solidify their knowledge and skills related to medical education theory, instructional strategies, and research, further preparing them to become medical educators after graduation. This elective will allow students to complete and present their mentored, medical education scholarly project manuscript and portfolio.

### Educational Objectives

1. Design and complete a medical education scholarly project under the direction of a mentor, including final analysis and visual representations of data.
2. Communicate the results of his/her scholarly project through the preparation of a manuscript, portfolio, and presentation.
3. Refine his/her teaching philosophy and teaching goals.
4. Describe the eventual impact of the scholarly project on current or future medical education and/or patient care.
5. Create a teaching portfolio

### Course Readings

Selected readings will be assigned

### Course Activities/Experience

- Updated literature review
- Renew IRB training
- Experiential activities with mentor(s) and Distinction Track cohort and leaders
- Available Monday through Friday 8:00am-5:00pm, although some activities are asynchronous and student-directed
- Reflections in small group or by moderated Blackboard discussion board
- Electives are expected to constitute a minimum of 30 hours a week.

### On Call Requirements

No on call requirements.

### Student Performance & Assessment

1. Portfolio and manuscript submitted and reviewed by the Distinction Track evaluation committee.
2. Feedback from mentor and medical education and teaching distinction track committee.
3. Feedback from Course Directors.
<table>
<thead>
<tr>
<th>Other Info</th>
</tr>
</thead>
</table>
| 4. Presentation of the scholarly project at the Distinction Track Day.  
5. Students completing the rotation will be assigned a grade of Pass or Fail. A passing grade is required for students to graduate “with distinction.” |