The Brody School of Medicine offers four distinction tracks related to the core missions of the school: Health System Leadership and Transformation, Medical Education and Teaching, Research and Service-Learning.

The distinction tracks provide a mechanism to formally recognize the exceptional accomplishments of medical students, while allowing the students to independently pursue areas of interest that inspired them to pursue a career in medicine. Mentors work closely with students throughout the rigorous, longitudinal three-year experience, guiding and evaluating their progress throughout.
HEALTH SYSTEM TRANSFORMATION AND LEADERSHIP

Track Leaders: Timothy Reeder, MD and Suzanne Lazorick, MD

Description of learning activities:

- **Summer Immersion:**
  - An eight-week program using adult learning theory and a variety of instructional techniques, to educate on the fundamentals of Health System Science topics.
  - The immersion user in-class didactics, activities and experiences, outside experiential activities, independent study, project work and group activities.
  - Students reflected on their educational content through techniques including, small group discussion, debate, written reports, and presentations.

- **M2 & M3:**
  - The longitudinal curriculum builds on the summer immersion to enhance the foundational material and include experiential activities in the real-world setting.
  - Curriculum included 5 small group sessions with readings, activities and presentations.
  - Students continued to participate in a mentored quality improvement activity.

- **M4:**
  - The focus of this curriculum was to complete the quality improvement project, prepare a presentation and manuscript suitable for publication.
  - Students had a two-week mentored elective and a two-week Capstone rotation which included didactics and activities such as patient shadowing, individualized communication session, test question item writing and project presentations.

2017-2018 Outstanding Accomplishments:

- This year we graduated with distinction the first cohort of scholars and collectively established a strong foundation for ongoing program development.
- We added program requirements for longitudinal curriculum.
- We continued to develop and improve the structure for both the summer immersion and longitudinal curriculum to ensure educational development and improvement.
- A manuscript on program outcomes was accepted by the Journal of Academic Medicine.

By the numbers:

- There are 30 current LINC Scholars and five graduates.
- We have active participants in 25 clinical QI projects within health care delivery system and ECU Physicians practices.
- 16 students presented at seven regional and national meetings. There were also 12 presentations at the Brody QI Symposium and five at Medical Education Day.

The year ahead:

- We will refine and evolve the longitudinal curricular activities, including activities during clinical rotations, coordinating with ongoing Longitudinal Curricular components.
- We will to better document the educational objectives for the program and align with curriculum for each program year.
- We will complete and submit a qualitative manuscript about summer immersion.
MEDICAL EDUCATION AND TEACHING

Track Leader: Kelly Harrell, PhD, MPT

Description of learning activities:

- **Summer Immersion Teaching Experience (STIE):**
  - Scholars participated in an 8-9 week teaching experience through the Summer Program for Future Doctors (SPFD) or Allied Health Gross Anatomy course that immerses scholars in curricular design and deployment, assessment design and evaluation, and peer-peer tutoring and feedback.
  - Scholars participated in small-group discussion sessions focused on adult learning theory and philosophy, history of medical education, effective teaching strategies, and medical education research planning. Research planning involved completing IRB online training, RefWorks training, and preliminary literature searches.
  - Scholars reflected on their teaching experiences through an open-essay and provided program feedback after the SITE is completed.

- **M2 & M3: Medical Education Research Project (MERP) Development, Deployment & Dissemination:**
  - Scholars secured an educational research mentor in an area of interest, and work to develop a unique IRB-approved, hypothesis-driven MERP, which strives to fill a curricular gap in either basic science or clerkship curricula. Progress was mapped quarterly.
  - MERP data collection and analysis continued and scholars prepare preliminary results for presentations locally, regionally, and/or nationally.

- **M4: Teaching Portfolio and Capstone**
  - Scholars began to prepare final MERP results for presentations locally, regionally, and/or nationally, as well as for manuscript submission.
  - Scholars finalize teaching portfolio elements prior to residency interview season.
  - Capstone curriculum development focused on educational roles and assessment of teaching during residency.

2017-2018 Outstanding Accomplishments:

- National recognition/publicity of MET at AAMC conference.
- Adoption of MET Capstone course.

By the numbers:

- 16 current scholars
- 12 served as teaching assistants for Brody’s Summer Program for Future Doctors; 5 as teaching assistants for ECU Allied Health Gross Anatomy course
- Completed a combined 3000+ peer tutoring hours
- 26 presentations at the local, regional and national levels
- 5 faculty publications, 14 faculty posters and one faculty oral presentation

The year ahead:

- Scholars will engage in online adult education graduate course work focused on Higher Education in Health Professions and Effective College Teaching.
- Scholars will be paired with clinical faculty mentors involved in medical education leadership positions to learn more about educational roles and responsibilities into residency and beyond.
RESEARCH

Track Leaders: Kori L. Brewer, PhD and David Collier, MD

Description of learning activities:

- **Summer Immersion:**
  - 37 BSOM students presented the results of their individual summer research projects at the 2018 Medical Student Research Day on August 6th, 2018.
  - 17 students applied to the Research Distinction Track with 10 being selected based on a written proposal and their Research Day poster presentations.

- **M2:**
  - 10 RDT students met as a group and received both informal and formal didactic presentations on topics such as, how to communicate scientific results, common mistakes in clinical research, authorship and statistical concepts.
  - Each student submitted quarterly reports of their progress and held required meetings with their respective mentors.

- **M3:**
  - 11 RDT students met five times as a group and received both informal and formal didactic presentations on topics such as, writing the first draft of a manuscript, use of abstract indexing tools to identify journals for publication, writing specific aims for research and tools to identify funding sources.
  - Each student submitted quarterly reports of their progress and held required meetings with their respective mentors.

- **M4:**
  - Six M4 students remained in the RDT for the inaugural class.
  - Each student completed a Capstone project that culminated in completion of a manuscript for submission.
  - Each student participated in the inaugural Distinction Day
    - Both oral and poster presentations to a university-wide audience

2017-2018 Outstanding Accomplishments:

- One RDT scholar completed her Master's degree in May 2018
- One RDT scholar will spend a year between M3 & M4 years performing research at NIH
- 1 student was awarded Best Podium Presentation and another won Best Basic Science Poster at national meetings. 1 student was awarded Grand Champion of ECU’s 3-Minute Thesis contest in 2017.

By the numbers:

- 19 current scholars, 6 graduates
- 46 national and 14 regional research presentations (includes 9 podium presentations)
- 16 published manuscripts
- 9 national awards
- 5 grant submissions by students or based on students’ work

The year ahead:

- Inclusion of a session regarding the mentor-mentee relationship to go along with stricter and better-defined expectations placed on mentors who choose to participate.
- Inclusion of a structured leadership development component
- Expansion of the pool of faculty who will provide didactic components of the curriculum to broaden the viewpoints and areas of expertise to which students are exposed.
SERVICE-LEARNING

Track Leaders: Susan Keen, MD and Ricky Watson, MD

Description of learning activities:

- **Summer Immersion:**
  - Lectures topics included community engagement, core values, critical reflection, leadership, careers in service-learning and ethical issues in service learning.
  - A series of global health lectures address infectious diseases, non-communicable diseases, environmental health, food and nutrition, women’s health and reproductive health and global health systems.
  - A book discussion on House Calls in the Hills to explore how physicians serve communities in the context of their professional duties.
  - Group service project.

- **M2:**
  - Pre-participation sports physical lecture and group service project
  - Food insecurity lecture with a kickoff of the fall food drive to support the Food Bank of Central and Eastern North Carolina.
  - Resilience Book assigned readings and group discussion.

- **M3:** Six-week meetings covering a lecture series on Social Determinants of Health: including education, transportation, food insecurity, employment and environment

- **M4:** Individual learning activities to prepare for and carry out the Capstone Project

2017-2018 Outstanding Accomplishments:

- **M1:** Completed 1298 service hours during the summer immersion experience
- **M2/M3:** Collaborated to hold two food drives, resulting in 5255 pounds of canned/dry foods collected to aid in the opening of the Medical Food Pantry at Vidant Medical Center
- **M4:** Led 63 classmates in A Day of Service during the transition to M4 week. Activities at 8 sites across Pitt County

By the numbers:

- 30 Service-Learning scholars
- Individually designed service projects throughout 10 countries
- 10 community service activities in North Carolina
- Completed 2,152 service hours since service-learning track inception
- 3 regional/national presentations

The year ahead:

- We will continue to align service-learning projects with community needs and align curricular activities to support and enhance learning in those areas.
- We will improve documentation of completed hours of service through ECU’s OrgSync to highlight BSOM’s contribution to the university’s mission of service.
- We will recruit mentors to assist students in the service-learning track with ongoing and future projects.