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 Systems Science (HSS) topics.
  - The immersion used in-class didactics, activities and experiences, outside experiential activities, independent study, project work and group projects.
  - Students reflected on their educational content through techniques including, small group discussion, debate, written reports, and presentations.
  - Additional components of reflection included patient shadowing, TeamSTEPPS Training and a trip to the North Carolina Medical Society and NC Legislature

- **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 several small group sessions with readings, activities and presentations.
  - Students continued to work through a mentored quality improvement activity which required progress updates and reports.

- **M4:**
  - The focus of this curriculum was to complete the quality improvement project, prepare a presentation and manuscript suitable for publication. It included a Capstone experience.
  - The students worked in pairs to develop and present a session on a specific HSS topic.
  - Students had a two-week mentored elective and a two-week Capstone rotation which included didactics and activities such as patient shadowing, an individualized communication session, test question item writing and project presentations.

2018-2019 Outstanding Accomplishments:

- This year we graduated the second cohort of scholars with all students completing all program requirements and graduating with distinction.
- Checklists and meeting content, developed from added programs, advanced the curriculum and educational development.
- Dr. Lazorick has been recruited as co-director and contributed considerably to the program and overall administration.

By the Numbers:

- 23 presentations at the local, regional and national levels
- Won top three poster awards at Unified Quality Improvement Symposium

The Year Ahead:

- We will refine and evolve the longitudinal curricular activities, including designing activities during clinical rotations and coordinating with ongoing Longitudinal Curricular components so that the LINC students are performing supplemental activities and not duplicative ones.
- 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 derived on the basis of interviews from the first two cohorts as they began their M3 year.
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 completed two online ADED courses – 7580 (Introduction to Education for Medical Professionals) and 6240 (Effective College Teaching).
  - 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.
  - Scholars worked in small-group discussion sessions concentrated on Clinical Roles in Medical Education; Leadership in Medical Education and Patients as Teachers.
  - MERP data collection and analysis continued and scholars prepare preliminary results for presentations locally, regionally, and/or nationally.
  - Self-selected Scholars completed ADED 6487 (Instructional Strategies in Adult Education; online).

- **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.

2018-2019 Outstanding Accomplishments:

- National (Stanley, Evans, Vuong) and International (Curtis) recognition for Medical Education Research

By the Numbers:

- 23 presentations at the local, regional and national levels
- 5 faculty/team presentations/publications

The Year Ahead:

- In this upcoming year, we are welcoming the track’s most diverse cohort to date and beginning a new teaching partnership with the Brody RISE program.
Description of Learning Activities:

- **Summer Immersion:**
  - 36 rising M2 students participated in the 2018 Summer Scholars Research Program which consisted of 8 weeks of individually mentored research with weekly didactic sessions focused on building research skills.
  - Students completed a pre- and post-self-assessment regarding research skills with significant improvement in self-perceived skills.
  - All students presented their individual projects at the 2018 Medical Student Research Day on August 6th, 2018.
  - 19 students applied to the Research Distinction Track. 10 were selected based on a written proposal and their research day poster presentations.

- **M2:**
  - 10 RDT students met as a group five times during their M2 year and received both informal and formal didactic presentations on topics, including an in-depth review of objectives and expectations of the RDT program, oral presentation of research proposals and applying SWOT analysis to research design.
  - Each student submitted quarterly reports of their progress to the course Blackboard site.
  - Students presented at the interest group fair informing incoming M1 students about RDT.
  - 1 student from the cohort will take a year off to pursue an individual research opportunity.

- **M3:**
  - 12 RDT students in the M3 cohort met 5 times as a group for both informal and formal didactic presentations on topics, such as Post- Step 1 reengagement in research, identifying journals for publishing, writing specific aims and finding sources of funding.
  - Each student submitted quarterly reports to Blackboard.
  - 2 students will take the year off. One pursuing an MPH and the other doing mentored research as part of an NIH-sponsored program at an external institution.
  - 1 student from the previous cohort will return from a research year to rejoin this cohort for the 2019-2020 academic year.

- **M4:**
  - Eight M4 students remained in the RDT for the graduating cohort.
  - Each completed a Capstone project that culminated with a presentation at Distinction Day.
  - Each student submitted quarterly reports of their progress to the course Blackboard site.

**By the Numbers:**

- Research presentations: 25 national, 14 regional and 6 local
- 6 published manuscripts
- 5 national awards
- 4 student-submitted grants funded
- 1 student elected to national research leadership position (American Physician Scientist Association)

**The Year Ahead:**

- Will attempt to work with GME office to make connections between medical students and resident physicians who can work together on research projects.
- Scheduled didactic sessions will be changed slightly to give useful information earlier during the tract rather than during the final capstone weeks. Total participation hours should be similar.
- Will attempt to identify research opportunities in the sub-specialties that ECU does not have.
**SERVICE-LEARNING**

*Track Leaders: Dr. Susan Keen and Dr. Ricky Watson*

**Description of Learning Activities:**

- **Summer Immersion:** Introductory Concepts included in Service-learning consisted of what is service-learning, community engagement and core values lectures. The concepts also included introduction to critical reflection lecture, ethical issues in Service-learning, introduction to global health lecture, CDC Epidemiology online course, Book Discussion: House Calls in the Hills, implicit bias lecture/activity and PACE Palate Communication style activity.
- **M2:** Quarterly Meetings entailed the Medical Food Pantry Fall Food Drive and resilience book assigned readings with group discussion.
- **M3:** Six-week meetings covering a lecture series on Social Determinants of Health include food insecurity, education, transportation, transition preparation, and employment concluding with a group activity.
- **M4:** Individual activities to learn and prepare for delivering the Capstone Project.

**2018-2019 Outstanding Accomplishments:**

- **M1:** 1298 service hours completed during the summer immersion experience
- **M2/M3:** Collaborated to hold a food drive, resulting in 1256 pounds of canned/dry foods collected for the Medical Food Pantry at Vidant Medical Center
- **M4:** Led 74 classmates in A Day of Service during the Transition to M4 week. Activities included spending four hours at six sites.
- Transition to Residency Class of 2019 Day of Service: Led 73 classmates where an hour didactic lecture on food insecurity was delivered, two groups of spent about four hours working with Food Bank of Central and Eastern North Carolina, students collected more than $6,800 to fund supplies packaging 20,000 meals for global food insecurity in Rise Against Hunger and students submitted reflections detailing these experiences.

**The Year Ahead:**

- **M1:** Summer immersion will include weekly didactic sessions. Sessions will also include work community partners such as Lucile Gorham Intergenerational Center, AgroMedicine Institute, Bernstein Center, Greenville Community Shelter Clinic and Pitt County Care Clinic.
- **M2:** Quarterly meetings will include a lecture about burnout, resilience book-focused groups, resilience/holiday food pantry drive kickoff and motivational interviewing.
- **M3:** Cohort meetings will consist of social determinants of health in food insecurity, education, transportation, income, environment and a wrap up group activity/discussion.
- **M4:** Meetings will consist of an introduction to the Capstone Project, planning of transition to Residency Day of Service, individual mentor meetings and a wrap up focused on preparation for Distinction Day along with future plans.