Medical Education and Teaching Distinction Track
Class of 2020
Allison, Kelsey, Richard, and Kaitlyn
MET TRACK ACTIVITIES - ALLISON CONNELLY

- COMPLETED CHECKLIST AS REQUIRED
- ATTENDED ALL VIRTUAL SESSIONS
- COMPLETED FINAL MANUSCRIPT WITH PEER AND MENTOR FEEDBACK
MET Track Experience

Kelsey Evans
c/o 2020

Teaching Experience
- Allied Health Anatomy Lab Teaching Asst.
- Peer Tutor
  - Gross Anatomy
  - Step 1 preparation
- Peer Mentor

Graduate Level Education Courses
- Completed graduate level courses in adult learning and theory
- Completion of a graduate certificate in Education in the Healthcare Professions (half way to a masters in education)

Educational Research Project
- Combined advocacy, teaching and community service
- Stop the Bleed – Bleeding Control Basics Course

Presentation at National Conferences
- American College of Surgeons Clinical Congress
  - Podium 2018
  - ePoster 2019
- ECU Medical Education Day 2017-2019
Richard’s Med Ed Journey

• **Highlights:**
  • One of only a few students selected to take part in MET track.
  • Learned extensively about adult learning theory.
  • Had opportunities to teach in SPFD, PASS, and the CFS course for M2 students extending their Step 1 study period.
  • Organized and completed an original educational research project.
  • Presented posters at Med Ed Day (my first poster session is shown on the right!)
My Summer Immersion Experience
(Kaitlyn O’Connor)

• SPFD Anatomy Teaching Assistant
  • Held office hours and tutoring sessions each day M-F
  • Led laboratory session discussions
  • Had the opportunity to lecture
  • Proctored examinations
  • Helped students overcome the many challenges of a medical curriculum
  • Spent an awesome summer in Greenville bonding with my fellow T.As and classmates!
The Implementation of Peer-led Anatomy Review Sessions for USMLE Step 1 Examination Preparation
Kaitlyn O’Connor MS4, Kelly Harrell PhD, MPT

RATIONAL/NEED

- USMLE Step 1 scores are one of the most important factors considered by residency programs.
- Currently, the Brody School of Medicine (BSOM) only has one Step 1 preparatory program. Aim higher, which is a peer-led program that focuses on answering board-style practice questions.
- While BSOM students have historically scored at or above the national Step 1 average, discrepancy-specific data revealed that the same students consistently performed below the national average in the area of Gross Anatomy and Embryology (SAE).
- This below-average performance may be attributed to the time lapse between when medical students complete the USMLE Step 1 in the fall of their first year and when they take the USMLE Step 1 examination in the spring of their second year.

METHODS

- Two joint two-hour gross anatomy laboratory review sessions were offered to all second-year medical students. One session reviewed upper extremity anatomy, while the other covered lower extremity topics.
- Both sessions were offered on six occasions and limited to 12 students (~33). The sessions were structured as follows:
  - Small group presentations (~45 minutes)
  - Interactive chalkboard on the brachial plexus and/or nerve lesions (~15 minutes)
  - Laboratory stations (~30 minutes)
  - Identifying nerve lesions and their clinical presentations using a projected specimen
  - Reviewing select high-yield features, and their associated nerve lesions
  - Comparing normal and pathologic images (Plain X-ray and CT images) to images of common abnormal pathologies
  - Using projected power points to review ligaments, and specific diagnostic tests
  - Post-session assessment (~30 minutes)

RESULTS

- Average pre- and post-session knowledge assessment. Individual pre-and post-session knowledge assessment (pre-average 4.67 x 5.38, post-average 4.97 x 5.73, p-value 0.006, effect size 0.22).

LESSONS LEARNED

- After this review, students felt more comfortable and confident answering board-style questions on the musculoskeletal system.
- Average pre-test scores improved by 59.1% and 68.4%
- Following the upper and lower extremity review sessions respectively.
- There were no significant changes in average Step 1 scores between participants and non-participants (235.85 vs 235.82).

FUTURE DIRECTIONS

- Feedback from participants can be used to improve sessions, and expand their content coverage.
- Future studies could look at the impact of these reviews on student performance on musculoskeletal portions of the USMLE Step 1.

ACKNOWLEDGEMENTS
What I gained from MET...

- Over 100 hours of teaching experience
- A full-fledged medical education research project & manuscript
  - Accepted for presentation at Experimental Biology 2020 in San Diego
- Formal education on how to be an effective clinical educator
- Getting to see the dreams of my SPFD students come true as they were accepted into medical school

(Kaitlyn O’Connor)