



ECU

BRODY SCHOOL OF MEDICINE

DISTINCTION TRACK PROGRAM ANNUAL REPORT

Academic Year: June 2021 - May 2022

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 Leadership and Transformation

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

Description of Learning Activities:

Summer Immersion:

The summer immersion is an eight-week program that uses a variety of instructional techniques, using adult learning theory, to educate on Health System Science topics. Students spent about 15 hours/week for in-class didactics, activities and experiences and the remainder of the 25 hours/week on outside experiential activities, independent study, project work and group activities. Students reflect using small group discussion, debate, written reports and small and large group presentations. The session themes included: **Systems Thinking and QI, MFI and Patient Safety, Health Policy and Leadership, Data and Economics, Population Health and Public Health, Team Science and IPE, Communication and Wrap-Up.**

M2 (2021 Cohort):

The students met five times over the year with curriculum included several small group sessions with readings, small group activities and presentations. The students continued to participate in a mentored quality improvement activity.

M3 (2020 Cohort):

The curriculum included several small group sessions with readings, small group activities and presentations. The students continued participation in a mentored quality improvement activity. The progress on the project was monitored through regular updates and submitted reports. The leadership thread was continued with attention to leading others with the completion of the Thomas Kilmann Instrument exploring conflict styles and using a group feedback session.

M4 (2019 Cohort):

The focus of this curriculum for this year was to complete the quality improvement project, prepare a presentation and manuscript suitable for publication. The students had regular activities similar to prior classes. The capstone experience reinforced the completion of the project, preparation of a manuscript and public presentation. The leadership thread was continued with a formal Emotional Intelligence assessment and group feedback session.

Accomplishments:

The fifth cohort of scholars graduated; collectively, they have successfully established a strong foundation for ongoing program development. Participants continue to give positive feedback on the content and say participation has enhanced their residency applications. Program requirement for the longitudinal curriculum have been added and a better structure has been implemented. Combining the students from all the Tracks has improved the experience and extended the reach.

Barriers:

Recruiting mentors for student projects; faculty mentors are still challenging to recruit based on their many other responsibilities. With continued development of the program, there still exist challenges for managing the curriculum. There is demand on overall administrative resources. Future funding and items that are not allowed by state funding will remain concerns.

Do you anticipate implementing any changes to the program in the upcoming academic year?

We are looking for additional faculty support for the program. Both current program directors have additional responsibilities which make the summer immersion more difficult to maintain

Medical Education and Teaching

Track Leaders: Kacie Lord, MAEd., EdS., and Dave Eldridge, MD

Description of Learning Activities:

Summer Immersion:

7 MET Scholars completed a Summer Immersion Teaching Experience (SITE) through the Allied Health Gross Anatomy course, Brody Rise Program, and Teachers of Quality Academy. Students acted as Teaching Assistants for these programs, refining curricular design and deployment, assessment design and evaluation, program development and administration, and peer-to-peer tutoring and feedback skills. Scholars completed two online courses through the ECU COE and participated in small-group sessions focused on adult learning theory, effective teaching strategies and medical education research planning. Including completion of IRB online training modules, RefWorks training, and preliminary literature searches. Scholars reflected on teaching experiences through an open-essay and provided program feedback after the SITE is completed.

M2:

Scholars secured an educational research mentor in an area of interest, and worked to develop a unique IRB-approved, hypothesis-driven Medical Education Research Project (MERP), designed to fill a curricular gap in either basic science or clerkship curricula. Scholars engaged in small group meetings throughout the M2 year focused on further developing their understanding of adult education and the role of educators in academic medicine, and strengthening knowledge of instructional tools.

M3:

MERP data collection and analysis continued, and scholars prepared preliminary results for dissemination. Scholars engaged in small group meetings throughout the year focused on expanding understanding of LCME accreditation requirements, and awareness of emerging trends and innovative methods for clinical instruction.

M4:

Scholars prepared final MERP results for presentation at Distinction Day, as well as submission to a scholarly journal. Scholars finalized teaching portfolio elements prior to residency interview season and completed a Capstone Course in which they honed their peer-review skills, interviewed a clinical educator, and practiced designing and delivering a teaching session. Select scholars completed online Adult Education coursework (ADED 6495 and 6487).

Accomplishments: Secured two new SITEs for Summer Immersion (Clinical Simulation Program Assistant and ADED Summer Courses Teaching Assistant). Revised summer curriculum to incorporate Assistant Dean of Scholarship into the track to aid with MERP advising and completion.

Barriers: Hiatus of SPFD continues to present challenges for the Summer Immersion SITEs.

Timeline/Work plan for next year: With the completion of the newly revised curriculum for the track, we are considering student feedback on all components and what adjustments should be made.

Do you anticipate implementing any changes to the program in the upcoming academic year?

Addition of new SITE(s) for the Summer Immersion Program

Other: Track support, especially by way of Jess Day-Brinkley, has been phenomenal. The assistance she provides with technology/LMS management, scheduling, and troubleshooting student issues has been paramount to the successful execution of track meetings.

Research

Track Leader: Johanna L. Hannan, PhD

Description of Learning Activities:

Summer Immersion:

Forty-one rising M2 students participated in the 2021 Summer Scholars Research Program run by Dr. Kori Brewer. The program returned to in person weekly didactic sessions and research experiences. The following topics were covered: developing a research question, searching and appraisal of the literature, data analysis, elevator speech, graphical abstracts, writing abstracts, poster presentations, and social media to promote your research. The 2021 Medical Student Scholarship Day was also held in person on August 2nd. To increase awareness and advertise for the event, students posted quick-shot presentations of their project via Twitter. Sixteen students applied to the Research Distinction Track. 10 were selected based on a written proposal and their scholarship forum poster presentations.

M2:

Ten RDT students met in person four 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 presentations of research proposals, navigating mentor and sponsor relationships, making room for research in medical school and an all track DiSC session. New this year, each student submitted quarterly reports of their progress via a RedCap form.

M3:

Ten RDT students in the M3 cohort six times for both informal and formal didactic presentations on topics, such as how to write for the reader, identifying journals for publishing, writing the first draft, data visualization, writing introduction/discussion sections, manuscript review process and one all track leading through conflict session. One student took the year off to participate in a research year at an external institution and will rejoin the track in June 2022.

M4:

Ten M4 students remained in the RDT for the graduating cohort, with one dismissed. Five virtual sessions were held covering the following topics: how to write for the reader, identifying journals for publishing, writing the first draft, data visualization, writing introduction/discussion sections, making room for research in a clinical career and creating a research proposal. Students participated in a Capstone course with large-group leadership sessions and completed program deliverables including a graphical abstract of their project, a final manuscript and a mock grant proposal. Each completed a Capstone project that culminated with a poster presentation at Distinction Day.

Scholarship:

Student Abstracts/Presentations: 24 abstract/presentations

Student Publications: 15 in press; 8 under review; 6 in preparation.

Faculty/Team Presentations/Publications: 1 under review; 1 in preparation

Non-Scholarly Communication (i.e. news stories): 2

Barriers: Was a challenge to connect and engage the M4s initially via virtual meetings.

Additional Recourses Needed: Continued administrative support from OME (2 people preferred). Need administrative support to pull RedCap data from the quarterly progress meetings.

Do you anticipate implementing any changes to the program in the upcoming academic year?

The curriculum will shift to focus on writing and manuscript preparation in M3 year, while M4 year is dedicated to preparing for talking about their science in interviews, writing grants and research in residency. We have also added the MBTI session to the M2 calendar. Would also like to pair new RDT scholars with an upper year RDT scholar to provide mentorship.

Service-Learning

Track Leader: Jennifer Crotty, MD

Description of Learning Activities:

Summer Immersion: 80 hours of volunteer time with a community partner and weekly didactics focusing on advocacy, Social Drivers of Health, epidemiology, Community Project Development, Leadership Development courses. Presented summer work at Summer Research Forum in August 2021

M2:

Longitudinal Resilience Curriculum from *A Doctor's Dozen* Book and group community service project (Ronald McDonald House volunteer night making luminaries) and all track community service project collecting toys for the Vidant Children's hospital. Longitudinal involvement with community partner. All track Leadership/Personality testing

M3:

Longitudinal SDoH curriculum every 6-8 weeks and group community service project collecting toys for the Vidant Children's Hospital. Longitudinal involvement with community partner. All track Leadership/Personality testing. Made Valentines for families at Hope lodge with the M4 students.

M4:

Longitudinal curriculum focusing on transitioning advocacy and service in residency and beyond, participation in All track Leadership/Personality testing. Participated in all track community service project collection toys for the Vidant Children's hospital. 2 week Capstone with focus on presentation and completion of projects. All projects presented at Distinction Day. Organized all-class TTR SL projects (including cleaning and painting the Joy Soup Kitchen, making knot blankets for the local children's hospital, and a school supply drive for local public schools)

Scholarship:

Student Abstracts (include abstracts submitted but not accepted): All 10 M2 scholars presented at the Summer Research Forum in August 2021 and all M4 scholars presented at Distinction Day.

Student Presentations/Publications: 8 (list available upon request)

Faculty/Team Presentations/Publications:

Amati JB, Mehta S, Montez K, Crotty JE, Sease K. Moving Beyond Baseline Requirements to Maximize Impact – How building an Academic Collaborative Centered Around Advocacy and Quality Improvement can Generate Faculty Development, Resident Learning and Community Partnerships, APPD Annual Meeting, San Diego CA, May 2022

Accomplishments: Ten M2, two M3, two M4 SLDT scholars and the track leader were inducted into ECU's Servire Society in recognition of >50 hours of community service by each person.

Rashieda Pugh won "Best Research Poster" at the 2022 AMEC meeting in Orlando in April 2022.

Barriers: Lost 2 M2 track members because of academic issues

Timeline/Work plan for next year: no changes except will do M4 grad SL project during Capstone weeks instead of during TTR