

## Program Schedule and Support

MESP is a 10 month program that starts in September. Scholars attend 1/2 day sessions each week (Tuesday afternoons from 1:00 p.m.– 4:30 p.m.). Formal instruction in the weekly seminars includes opportunities for informal interaction and discussion. Scholars may also schedule additional sessions with their mentors and consultants.

Department Chairs will be expected to provide 1/2 day per week release time to Scholars, so they can participate fully in the program, and to provide funding for travel to one educational meeting.

## Application to the Program

Faculty interested in the program should submit:

- **A one-page application that includes:**
  - Name, title, address, phone, e-mail
  - A brief description of your educational responsibilities at the departmental or school level
  - Personal goals for participation in the program
  - A statement of an educational problem or issue that you would like to work on during the program.
- **A letter of support from the applicant's chair**
- **Curriculum vitae**

*"During the past year of MESP, I've been exposed to more educational resources and contacts here at the University than I would have accomplished on my own in five years."*

## Admission

Admission to the program is competitive and will be based on the letter of support from the chair and the quality of the proposed project. All Dentistry, Medicine, Nursing, Pharmacy and Public Health faculty are eligible to participate in the program.

Preference will be given to those individuals who have assumed new and significant departmental, school/college, or university responsibilities for educational programs.

### For more information, please contact us -

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### Submit applications to:

MESP, G1100 Towsley, SPC 5201  
University of Michigan  
Ann Arbor, MI 48109-5201

**DEADLINE: APRIL 30, 2009**

Stanley J. Hamstra, Ph.D., Director  
Department of Medical Education

# Medical Education SCHOLARS PROGRAM

## 2009-2010



University of Michigan  
Medical School

*"The Medical Education Scholars Program has been an inspiring and stimulating adventure in education, an opportunity not to be missed for anyone who is passionate about teaching."*

<http://www.med.umich.edu/meded/programs/mesp.htm>

# Medical Education SCHOLARS PROGRAM

## Overview

Designed for Medical School faculty, the Medical Education Scholars Program (MESP) provides an educational program that is relevant and applicable to all teachers in the health professions. The Medical Education Scholars Program is designed to enable health professions faculty (in medicine, dentistry, pharmacy, nursing, and public health) to pursue scholarship in health professions education, to take on greater educational leadership, and to become more effective teachers. The program goals are accomplished through a formal curriculum in educational theory, application and research; individualized guidance from faculty members with expertise and training in health education; and collaboration with scholarly experts and peers on educational issues. Participants in the MESP can receive academic credit in the Masters and Ph.D. degree in the School of Education's Program in Higher Education.

*"The MESP course demonstrated the intense interest on the part of many individuals to advance the quality and advocate for the recognition of teaching as a major component of our mission."*

## The Program

The Medical Education Scholars Program is an internationally acclaimed annual program established in 1998 at the University of Michigan Medical School. The program is designed to develop leaders in health science education. The program's 10 months (September-June) of study includes four major components:

### 1. Formal Curriculum of Guided Study

Scholars attend weekly seminars conducted by University of Michigan faculty and visiting faculty with expertise in specific areas of education.

Following is the core set of curriculum topics, with a few examples of specific sessions:

#### *Teaching and Learning*

- Teaching in Large Group Settings
- Models of Teaching in the Clinic

#### *Cognition*

- The Nature & Nurture of Expertise
- Clinical Reasoning

#### *Educational Assessment*

- Evaluating Teaching
- Curriculum Evaluation in Practice

#### *Academic Leadership*

- Building a Career in Health Professions Education
- Organizational Change

#### *Research Methods*

- Questionnaire Design
- Planning a Study: Research Design

### 2. Consultants and Visiting Experts

During the program, the scholars will have access to educational experts who serve as consultants. The consultants will be available to guide the scholars through the program and advise and assist them with their individual projects when needed.

Educational experts outside the University of Michigan will participate in the program by leading occasional formal sessions. When they visit, the experts will also be available to meet informally with the scholars.

### 3. Individual Project

During the course of the program, scholars will identify an issue in education relevant to their interests and activities, and develop an individual project. This project will provide the scholar with an opportunity to apply the principles, skills and methods acquired in the program and to develop a scholarly approach to educational research and development. Illustrative projects from previous scholars include the development and evaluation of computer-based instruction, curriculum development in various topics, a study of learning styles and learning preferences, and needs assessments of educational issues.

Program scholars will work on their projects throughout the program to refine project goals and to complete the project. It is expected that completed projects will be presented at regional or national educational meetings.

### 4. Peer Group of Scholars

Twelve scholars will be admitted to the program. There will be ample opportunity for formal learning and individualized work with a consultant, and also for small group approaches to learning and collaboration with program peers on educational issues and projects.

*"In working with colleagues who have a strong interest in education, I gained a better understanding of the problems and possible solutions facing us all. The resources made available in this way continue to be of great benefit."*