

Examples of Medical Education Research September 2011

General examples of potential medical education research topics

1. Change in structure to produce a desired outcome

- Change in resident schedules or experiences to improve scores on one section of the in service exam or in one aspect of their skill set (poor skills in anticipatory guidance so creation of and SP exercise with teaching resources)
- Change in resident schedule because of poor patient outcomes (assign a PGY3 to the ICU; decrease attending/resident ratio in clinic)
- Addition of a chronic illness curriculum to enhance student knowledge and appreciation of chronic illness care
- Addition of a simulator curriculum to improve resident skills
- Impact of patient volume on learner perception of the quality of education
- Identify the impact of foreign medical students on clinical rotations with our students on student learning
- Randomized study comparing two different teaching formats in achieving the desired learning outcomes

2. Define standards/expectations

- Identify differences in student expectations about their knowledge, skills and experiences on a specific course, clerkship or experience compared with the course director's expectations and actual outcomes
 - Identify Deans or Education Leaders opinions about the importance of teaching and assessing a specific skill (i.e. Note writing, use of EMR, etc)
 - Identify the status of and policies regarding student access to EMRs during medical school
- Identify Education Leaders expectations about specific student behaviors related to professionalism and the actual consequences of this behavior at their institutions (cheating, plagiarism, etc)
 - National survey to define students roles as teachers in medical schools and teaching skills curricula available to students

Examples of broad areas for medical education research at MSSM

1. Assessment of specific residency competencies (professionalism, cultural competency, handoffs)
2. Identifying the impact of an academic medical center (types and volume of patients , specific faculty teachers, areas of transition) on specific medical student or resident competencies
3. Determine national policies around hot topics (work duty hours, EMR)
4. Identify quality of teamwork in specific departments, divisions or hospital areas and create a curriculum to improve the areas of deficienc