

Outline

- A. Didactics & Structured Observations (30 Credits)
- B. Teaching (35 Credits)
- C. Scholarship (20 Credits)
- D. Optional Leadership Activities (No credit requirements)

A. Didactics & Structured Observations

| | Experience | Description | Credits Per Activity | Minimum Credits Required |
|-------------------------|---|---|----------------------|--------------------------|
| Didactics | TLC Medical Education Discussion Series | Sponsored by Yale's Teaching and Learning Center (TLC) , these lectures feature guest- speakers from Yale and around the country. | 2 | None |
| | CED Evening Curricular Sessions | CED curricular sessions serve as the main forum for didactics for the Distinction. Sessions feature workshops led by established Clinician Educators on teaching skills, as well as practical knowledge and skills to advance in medical education and education scholarship. Some sessions are dedicated to journal clubs on recent medical education literature, and others serve as research-in-progress meetings in which residents may present ongoing scholarship for feedback. Attendance at 6 sessions is required for CED completion. See the CED Didactic Opportunities calendar for more details. | 2 | 12 |
| | Stanford Faculty Development Modules | Modules (2 hours each) cover topics in medical education such as learning climate, communication of goals, promotion of understanding and retention, evaluation and feedback. Traditional residents typically receive these during their PGY2 year as part of their ambulatory half day. | 2 | None |
| Structured Observations | Grand Rounds | Structured observations on grand rounds, noon conferences, intern/resident reports and other educational sessions. These observations are designed to allow residents to improve teaching skills by observing clinician educators and peers teaching in various settings. All structured observation credits should be logged with a completed observation form. Observations done alone are 1 credit, but 2 credits can be obtained by performing the observation and then discussing it with another CED resident or CED faculty. | 1-2 | 2 |
| | Noon Conference/ Noon Report / Morning Report | | 1-2 | 2 |

| | | | | |
|---|------------------------------------|---|---|-----------|
| Conference Attendance | Yale Med Ed Day | Credit can be obtained by attending the yearly Yale Medical Education Day Conference. Residents must enroll in the plenary and at least 2 workshops to receive credit. | 5 | None |
| | Other Medical Education Conference | Credit can be obtained by attending at least ½ day (4 hours) of any medical education-focused conference (MUST have a primary focus on medical education; e.g. NEGEA , AAMC , GMEC , etc.). Attendance may be virtual or in person. | 5 | None |
| Total Credits Required in this Category to Graduate with Distinction | | | | 30 |

B. Teaching [◇]

| | Experience | Description | Credits Per Activity | Minimum Credits Required |
|--|---|--|----------------------|--------------------------|
| Medical Student Teaching <i>Intermittent emails and posts on the Teams main page will provide opportunities to participate.</i> | Clinical Skills Workshops (Observed) | Focus is on provider-patient communication, implicit bias, physical exam skills, and others. | 5 | None |
| | Physical Diagnosis Rounds / POCUS Rounds (Observed) | Facilitation of bedside session for students to model examination and patient-centered interviewing skills. | 2 | None |
| | Simulation (Observed) | Simulation-based cases for students on their medicine clerkship, with faculty supervision for feedback on teaching. Email Dr. Gielissen if interested. | 2 | None |
| | Student Report (Observed) | Case-based conference for students on medicine clerkship, with faculty supervision for feedback on teaching. | 2 | None |
| | Student Performance Improvement | Specific work with student(s) in performance improvement plan, in conjunction with Dr. Wijesekera (director of student performance improvement) | 5*/student | None |
| Resident (Peer) Teaching <i>Additional resident teaching opportunities will become available throughout the academic year. Intermittent emails and posts on the Teams main page will provide opportunities to participate.</i> | Lead Intern/Resident Report (Observed) | CED residents participating in the distinction are expected to lead resident morning report, noon conference or report, bedside rounds, physical diagnosis rounds, or journal club under direct mentor supervision. A copy of the completed evaluation form should be uploaded when logging these credits. Residents are expected to notify their mentor of scheduled teaching sessions in advance; if your mentor is unable to be present at the session, please consult this list of faculty who have volunteered to serve as direct observers for CED residents. | 5 | None |
| | Lead Resident Teaching Conference (Observed) | | 5 | None |
| | Bedside Teaching (Observed) | | 3 | None |
| | Lead Journal Club (Observed) | | 3 | None |
| Total Credits Required in this Category to Graduate with Distinction | | | | 35 |

*Credit can be increased in specific cases, in consultation with Dr. Wijesekera.

◇ A detailed list of teaching opportunities can be found in Teams → Files → Observation Forms and Teaching Opps

C. Scholarship

| | Experience | Description | Credits Per Activity | Minimum Credits Required |
|---|--|---|---|--------------------------|
| Scholarship | Yale Medical Education Day Presentation | Residents may use any combination of the opportunities in this table to meet scholarship credit requirement. | 10 (poster) 15 (oral presentation or workshop) | None |
| | Other (Non-Yale) Medical Education Presentation | | 10 (poster) 15 (oral presentation or workshop) | None |
| | Formal med education article submission to peer-reviewed journal | Residents may present at any forum or conference of their choice, provided their project or presentation is related to medical education. | 20 | None |
| | Research in Residency on a Medical Education Topic | | 10 | None |
| | Contribution to a durable educational material | These activities can include any contribution to a durable educational material (educational curriculum, survival guide, Yale20, podcast, or educational videos, developing Yale Inpatient Based Medicine). | 5* | None |
| Total Credits Required in this Category to Graduate with Distinction | | | | 20 |

**Additional credit possible based on review of the number of hours invested in the activity. Please discuss with your advisor how many credits you should earn.*

D. Optional Credit Experiences

| | Experience | Description | Credits Per Activity | Minimum Credits Required |
|---|---|---|----------------------|--------------------------|
| Leadership | CED Website Maintenance / Technical Support | Working with administrative personnel to update the CED Website. | * | None |
| | Educational/ Curriculum Committee Participation | Education committees can include the Education Counsel of the Resident Fellow Senate , the programs' Program Evaluation Committee, Inpatient Curriculum Committee, etc. | 5-10* | None |
| | CED Resident Leader | CED resident leaders join the leadership group in the fall of their PGY2 year. | * | None |
| Total Credits Required in this Category to Graduate with Distinction | | | | None |

**As appropriate based on the number of hours invested. Please discuss with your advisor how many credits you should earn.*