Health Professions Education Pathway

Information Packet

2012-2013 Updated
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Frequently Asked Questions

Q: What do I do once I am in the Health Professions Education Pathway?
A: To help prepare you for careers of innovation, leadership, and scholarship in health professions education, you will participate in formal courses, guided experiential learning, and a mentored scholarly project. You have two options for participation, the Core Program or the Advanced Program.

Q: Who should take the Core Program?
A: Most learners will take the Core Program which may be completed in one year by medical students and one to two years for residents, fellows, and other health professional students. The curriculum of the Core Program includes:
- Two courses which combine didactic and experiential learning
  - Teaching Strategies & Curriculum Development
  - Learning Theories
- Teaching practicum
- Educator Portfolio development
- Works-in-Progress sessions
- Legacy Project

Q: Who should take the Advanced Program?
A: A few learners may opt to take the Advanced Program which may also be completed in one year, but will most likely require two or more years to complete. Medical students who enroll in the Advanced Program will also be enrolled in the School of Medicine’s MD with Distinction Program, be assigned a “thesis” committee, and graduate with an MD with Distinction in the HPE Pathway. The curricular work completed in the Advanced Program may be transferred to UC Berkeley to count towards the Master’s Degree in Education. The curriculum of the Advanced Program includes:
- All requirements of the Core Program listed above
- Additional courses which combine didactic and experiential learning
  - Assessment
  - Educational Leadership
- Attendance of seminars and journal clubs
  - ESCape seminars
  - Medical Education Journal Club
Q: Why are there two different start dates for the Teaching Strategies & Curriculum Development course, and which one do I choose?
A: The Teaching Strategies & Curriculum Development course is a 4 week course that is given over a 5-week period in order to accommodate the schedules of different learners. Medical students should choose start date #1 (8/27/12 – 9/23/12), which corresponds to Fall Block 1. All other learners may choose the start date that works best with their training program. Residents and fellows in programs that rotate every 4 weeks generally choose start date #1 (8/27/12 – 9/23/12). Those in programs that rotate every month generally choose start date #2 (9/4/12 – 9/28/12).

Q: Can I receive course units for taking the Teaching Strategies & Curriculum Development course?
A: Students who wish to take this course for course units must also officially sign up using course number IDS 140.05 through their school or registrar’s office. Please note, course units are not available for Residents/Fellows.

Q: How do I enroll in the extended learning courses (Learning Theories, Assessment, and Educational Leadership)?
A: To enroll in any one of the three flexibly scheduled courses, contact Carrie Chen. If additional units are needed, students in the Advanced Program may sign up for IDS 140.10 through their school or registrar’s office. IDS 140.10 offers students 3 units for completion of all three of the HPE extended learning courses (Learning Theories, Assessment, and Educational Leadership).

Q: I have clinical duties as resident, fellow, dental or pharmacy student, and I am not able to defer all of them during the primary required course, Teaching Strategies & Curriculum Development. What should I do?
A: You are all health professionals first, so we understand this dilemma! Learners who have clinical continuity duties (e.g. intermittent outpatient clinics) will certainly be allowed to be absent from the conflicting scheduled Teaching Strategies & Curriculum Development sessions. However, session materials will be available online, and learners will be responsible for making up missed assignments during the month.

Q: What is a Legacy Project?
A: All learners must complete a Legacy Project with an HPE Pathway approved mentor. Because these projects are designed to allow you to develop additional skills, previously
completed projects (such as Curriculum Ambassador projects) may not be used to meet the Legacy Project requirement. However, the Legacy Project may certainly be an extension or next phase of a previously completed project. It may also be completed to concurrently meet other project requirements if appropriate (e.g. required project in residency or pharmacy program). These projects must have a foundation drawn from the educational or health professions education literature. The scope of the project is variable depending upon your time availability (minimum 3 months), prior experience in the chosen domain, and whether you are in the Core or Advanced Program.

**Q: What are the evening Works-in-Progress seminars? Do I have to attend them?**
**A:** The Works-in-Progress (WIP) sessions are designed to assist HPE learners advance their Legacy Projects. Additionally, sessions address specific, relevant topics (applying for funding, IRB approval, project dissemination, etc.). They allow group problem solving. Learners will be assigned to present their projects on specific dates to update the group on their progress. During away or busy clinical rotations, learners are expected to submit updates via email. All learners must attend 3 WIPs per academic year and present at least 2 times per year (outside of those offered during the fall course). Finally, WIPs are also opportunities to build community by meeting with the HPE Faculty and other HPE learners face-to-face.

**Q: When do I need to complete all the requirements for the Pathway?**
**A:** Your Legacy Projects must be completed by early April. All other HPE pathway requirements (coursework, teaching practicum, WIP attendance, and educator’s portfolio) must be completed by late April of your completion year for medical students. Residents, fellows, and other Professional school learners have until late May. Each of the three flexibly scheduled courses (Learning Theory, Assessment, and Educational Leadership) needs to be completed within the same academic year that the course is begun. If you have concerns about not being able to complete the requirements, contact the HPE Pathway Director, Carrie Chen, as early as possible to discuss your specific situation.

**Q: I still have additional unanswered questions—what should I do now?**
**A:** You may contact the HPE Pathway Director or any of the HPE Pathway Co-Directors. Their contact information is listed at the end of this packet.
## Overview of HPE Pathway Options

<table>
<thead>
<tr>
<th>Program</th>
<th>Prerequisites</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>None</td>
<td>• Coursework&lt;br&gt;- Teaching Strategies and Curriculum Development course&lt;br&gt;- Learning Theories course&lt;br&gt;- WIP (attendance of 3 sessions and presentations at 2 per year)&lt;br&gt;- Teaching Practicum&lt;br&gt;- Project (including abstract submission and presentation of work)&lt;br&gt;- Educator’s Portfolio</td>
</tr>
<tr>
<td>Advanced (MD with Distinction)</td>
<td>None</td>
<td>• All requirements of the Core Program&lt;br&gt;- Additional coursework&lt;br&gt;- Assessment course&lt;br&gt;- Educational Leadership course&lt;br&gt;- Attendance of 8 sessions/year combined:&lt;br&gt;- ESCape seminars (2 minimum)&lt;br&gt;- Medical Education Journal Club (2 minimum)&lt;br&gt;- Scholarly project written product/thesis*</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>Core or Advanced Program, Application to UC Berkeley</td>
<td>• All requirements of the Advanced Program&lt;br&gt;- Application to UC Berkeley&lt;br&gt;- All requirements of UC Berkeley Master’s Degree</td>
</tr>
</tbody>
</table>

*The project of an Advanced Program/MDwD student is expected to be more robust in scope, depth, and innovation (requiring up to a year to complete) than the typical project of a student in the Core Program. MDwD projects must be written up, submitted, and approved by the student’s thesis committee for successful completion of the program and awarding of the MD with Distinction. See additional information about MDwD Program.*
MD with Distinction (MDwD) Program

The HPE Pathway now offers a process by which students can be awarded an MD with Distinction (MDwD) in the HPE Pathway upon graduation. The requirements for the program include completion of the following:

- The Advanced Program of the HPE Pathway (see additional details under requirements)
- A rigorous innovative scholarly project
- A written product approved by a thesis committee in the HPE Pathway

While most students who participate in the MDwD program will opt to take an extra year to complete the Advanced Program and scholarly project, an additional year is not required. Motivated students with time and capacity for dedicated pathway work in their 4th year, may complete the MDwD program without taking an extra year.

Requirements

All students enrolled in the HPE Pathway complete at minimum, the Core Program. Students in the HPE Pathway MDwD program must complete the Advanced Program, which includes all of the requirements of the Core Program and additional coursework, seminar, and scholarly project expectations (see chart on page 5).

The project of an MDwD student is expected to be more robust in scope, depth, and innovation (requiring up to a year to complete) than the typical project of a student in the Core Program. MDwD projects must be written up, submitted, and approved by the student’s thesis committee for successful completion of the program and awarding of the MD with Distinction. See additional information about the thesis and thesis committee in the next section.

Thesis Committee

If a student’s MDwD scholarly project proposal is approved, the HPE Pathway will appoint a three-member thesis committee for the individual student; this committee is charged with overseeing the thesis effort and providing help and guidance during the scholarly project and writing of the final scholarly project written product/thesis. The thesis committee will
include the student’s project mentor, an HPE Pathway faculty member, and another faculty member with specific content, education, or methodological expertise. The student and his/her mentor may make suggestions for individuals to serve on the thesis committee.

Following appointment of the thesis committee, the student will arrange to meet with his/her committee at least three times during the research year:

- First committee meeting – within first two months of research period
- Second committee meeting – within last two months of research period
- Third committee meeting – within the month before the final scholarly project written product/thesis submission deadline on April 1st of the graduation year.

The student must submit his/her scholarly project written product/thesis to members of his/her thesis committee and the HPE Pathway via submission links that will be sent in advance of the following deadlines:

- Draft of thesis due February 15th of graduation year
- Final thesis due April 1st of graduation year

**Program Timelines**

- Submission of application – January of year prior to research year if applying for yearlong funding, June 1st (one month prior to start of research year) if not applying for yearlong funding
- First thesis committee meeting by end of August of research year
- Second thesis committee meeting within last 2 months of research year
- Draft of thesis due February 15th of graduation year
- Third thesis committee meeting within month of final thesis submission
- Final thesis due April 1st of graduation year
- Completion of all HPE Pathway Advanced Program requirements by early to mid-April of graduation year
• Presentation at Pathways Symposium (includes abstract and poster preparation prior to event) – early May of graduation year

Application/ Proposal Submission

Students can apply to the MDwD in the HPE Pathway in one of two ways:

• Students seeking yearlong UCSF funding should contact the HPE Pathway and apply via the RAP’tr application form, submitting by the January cycle deadline in the year prior to the start of the research year. To check this year’s deadline and access the RAP’tr funding application form, visit the RAP’tr website.

• Students not seeking yearlong UCSF funding, should contact the HPE Pathway and apply via the Pathways to Discovery application form by June 1st (a month before the research year).
### Important Dates

**Core and Advanced Program**

*Dates in blue italics apply only to those in the Advanced Program (This timeline does not include thesis committee meeting dates and thesis due dates, see pages 11 & 12)*

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 2012</td>
<td>Yearlong funding RAP’tr application due (students taking year off)</td>
<td></td>
</tr>
<tr>
<td>Feb 2012</td>
<td>2/1/12</td>
<td>Online pathway application for Core or Advanced Program due (RESIDENTS/FELLOWS)</td>
</tr>
<tr>
<td>June 2012</td>
<td>6/1/12</td>
<td>Online pathway application for Core or Advanced Program due (STUDENTS)</td>
</tr>
<tr>
<td>Aug 2012</td>
<td>TBA</td>
<td>Works in Progress session</td>
</tr>
<tr>
<td></td>
<td>8/27/12</td>
<td>Teaching Strategies &amp; Curriculum Development course begins (start date option #1)</td>
</tr>
<tr>
<td>Sept 2012</td>
<td>TBA</td>
<td>Works in Progress session</td>
</tr>
<tr>
<td></td>
<td>9/4/12</td>
<td>Teaching Strategies &amp; Curriculum Development course begins (start date option #2)</td>
</tr>
<tr>
<td>Oct 2012</td>
<td>10/1/12</td>
<td>Project proposal due (MED STUDENTS)</td>
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<td></td>
<td>10/31/12</td>
<td>Project Proposal due (RESIDENTS/FELLOWS/OTHER PROF. SCHOOL LEARNERS)</td>
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<td>Nov 2012</td>
<td>TBA</td>
<td>Works in Progress session</td>
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<tr>
<td></td>
<td>11/8/12</td>
<td>Educational Leadership Session 1 (Advanced Program only)</td>
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<td></td>
<td>11/27/12</td>
<td>Assessment Workshop B: SP-Format Exams (first offering, Advanced Program only)</td>
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<tr>
<td>Dec 2012</td>
<td>TBA</td>
<td>Works in Progress session</td>
</tr>
<tr>
<td></td>
<td>12/5/12</td>
<td>Assessment Workshop A: Designing an Assessment Instrument (first offering, Advanced Program only)</td>
</tr>
<tr>
<td></td>
<td>12/13/12</td>
<td>Learning Theories Session 1</td>
</tr>
<tr>
<td>Jan 2013</td>
<td>TBA</td>
<td>Works in Progress session</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1/17/13</td>
<td>Learning Theories Session 2</td>
</tr>
<tr>
<td></td>
<td>1/22/13</td>
<td><strong>Assessment Workshop A: Designing an Assessment Instrument (second offering, Advanced Program only)</strong></td>
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<tr>
<td>Feb 2013</td>
<td>TBA</td>
<td>Works in Progress session</td>
</tr>
<tr>
<td></td>
<td>2/6/13</td>
<td><strong>Assessment Workshop B: SP-Format Exams (second offering, Advanced Program only)</strong></td>
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<tr>
<td></td>
<td>2/21/13</td>
<td>Learning Theory Session 3</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>TBA</td>
<td>Works in Progress session</td>
</tr>
<tr>
<td></td>
<td>3/7/13</td>
<td><strong>Educational Leadership Session 2 (Advanced Program only)</strong></td>
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<tr>
<td></td>
<td>3/21/13</td>
<td>Learning Theories Session 4</td>
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<td>Apr 2013</td>
<td>TBA</td>
<td>Works in Progress session</td>
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<tr>
<td></td>
<td>Early-April</td>
<td>Abstract due</td>
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<td>Poster due</td>
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<td></td>
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<td>Educator’s Portfolio due</td>
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<td></td>
<td>4/15/13</td>
<td>Final deadline for all assignments (GRADUATING STUDENTS)</td>
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<tr>
<td>May 2013</td>
<td>Early-May</td>
<td>Pathways Symposium</td>
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<tr>
<td></td>
<td>5/30/13</td>
<td>Final deadline for all assignments (FINISHING RESIDENTS/FELLOWS/OTHER PROF. SCHOOL LEARNERS)</td>
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</table>
One Year Timeline for MD with Distinction Program
(for students **NOT** taking a year off)

**First thesis committee meeting must occur within **first 60 days**
(e.g. at latest by August 31st)

**Start Research year July 1st**

**First Draft Thesis Due February 15th**

**Final Thesis Due April 1st**

**Completion of all HPE Advanced Program elements by mid-April**

**Application due by June 1st if not applying for yearlong funding**

**Present at Pathways Symposium early May**

**Third (final) thesis committee meeting must occur within **last 30 days**
(e.g. at latest by April 30th)

**Second thesis committee meeting must occur within **last 60 days**
(e.g. at latest by March 31st)

**Final Thesis Due April 1st**

**First Draft Thesis Due February 15th**

**Application due by June 1st if not applying for yearlong funding**

**First thesis committee meeting must occur within **first 60 days**
(e.g. at latest by August 31st)
Two Year Timeline for MD with Distinction Program
(for students taking a year off)

First thesis committee meeting must occur within 60 days (e.g. at latest by August 31st)

Second thesis committee meeting must occur within last 60 days of the “year off”

Third (final) thesis committee meeting must occur within last 30 days (e.g. at latest by April 30th)

Application due by January funding cycle deadline if applying for yearlong funding

Start Research year July 1st

First Draft Thesis Due February 15th

Final Thesis Due April 1st

Completion of all HPE Advanced Program elements by mid-April

Present at Pathways Symposium early May

Application due by June 1st if not applying for yearlong funding

First Draft Thesis Due February 15th

Completion of all HPE Advanced Program elements by mid-April

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Completion of all HPE Advanced Program elements by mid-April

Present at Pathways Symposium early May
# Overview of Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Offered</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>Teaching Strategies &amp; Curriculum Development Course</td>
<td>8/27/12-9/23/12 OR 9/4/12-9/28/12</td>
<td>• Full-time attendance for duration of course</td>
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<tr>
<td></td>
<td></td>
<td>• Weekly question assignments</td>
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<td></td>
<td></td>
<td>• Final course quiz</td>
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<td></td>
<td></td>
<td>• Complete evaluations (weekly and end of course)</td>
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<td></td>
<td></td>
<td>• Other assignments at discretion of instructor(s)</td>
</tr>
<tr>
<td>Learning Theories Course</td>
<td>Session 1: 12/13/12 Session 2: 1/17/13 Session 3: 2/21/13 Session 4: 3/21/13</td>
<td>• Required attendance at 2 of 4 sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 4 written assignments</td>
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<tr>
<td></td>
<td></td>
<td>• Submit course evaluations</td>
</tr>
<tr>
<td>Assessment Course (Advanced Program only)</td>
<td>Workshop A: Designing an Assessment Instrument 12/5/12 OR 1/22/13 Workshop B: SP-Format Exams 11/27/12 OR 2/6/13</td>
<td>• Required attendance at 2 workshops:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Workshop A: Designing an Assessment Instrument</td>
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<td></td>
<td></td>
<td>- Workshop B: SP-Format Exams</td>
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<td></td>
<td></td>
<td>• Three written assignment modules</td>
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<td></td>
<td></td>
<td>• Final written summary assignment</td>
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<td></td>
<td></td>
<td>• Submit course evaluations</td>
</tr>
<tr>
<td>Educational Leadership Course (Advanced Program only)</td>
<td>Session 1: 11/8/12 Session 2: 3/7/13</td>
<td>• Required attendance at 2 sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 5 written assignments</td>
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<td></td>
<td></td>
<td>• Peer-review of assignments</td>
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<tr>
<td></td>
<td></td>
<td>• Submit course evaluations</td>
</tr>
<tr>
<td>Description</td>
<td>Requirements</td>
<td></td>
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<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
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<tr>
<td><strong>Works in Progress (WIP)</strong></td>
<td>• Attend at least 3 WIP sessions and present at 2 WIP sessions/yr</td>
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<tr>
<td>• Pathway participants can share their project progress with their HPE colleagues and faculty at monthly WIP sessions</td>
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<tr>
<td><strong>Teaching Practicum</strong></td>
<td>• Participate in teaching/mentoring equivalent to approx 12 hrs of direct teaching</td>
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</tr>
<tr>
<td>• All learners will participate in experiential activities that allow the practice of educational skills, such as direct teaching or mentoring</td>
<td>• Document and reflect on the teaching/mentoring experience in educator’s portfolio</td>
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<tr>
<td>• Teaching can be classroom, OSCE/CPX, noon conference, or ward rounds teaching, etc</td>
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<tr>
<td>• Various opportunities will be offered throughout the course of the academic year</td>
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<tr>
<td><strong>Legacy Project</strong></td>
<td>• Submit project proposal</td>
<td></td>
</tr>
<tr>
<td>• All learners will work with an HPE approved mentor on a project</td>
<td>• Submit abstract</td>
<td></td>
</tr>
<tr>
<td>• Project plans will be submitted via the online Project Proposal/Pathways Enrollment form and be approved by the HPE Pathway</td>
<td>• Submit poster</td>
<td></td>
</tr>
<tr>
<td>• Projects must be completed by April of Pathway completion year</td>
<td>• Present at Pathways Symposium or other approved conference</td>
<td></td>
</tr>
<tr>
<td>• All students will present their projects at the Pathways Symposium in May of Pathway completion year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Residents/fellows will present their projects at the Pathways Symposium in May of Pathway completion year OR at an approved regional or national conference</td>
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<tr>
<td><strong>Educator’s Portfolio</strong></td>
<td>• Submit view of portfolio</td>
<td></td>
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<tr>
<td>• Use the Educator’s Portfolio to document and reflect on all activities in health professions education</td>
<td></td>
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</tbody>
</table>
| **Seminars and Journal Clubs**  
(Advanced Program only) | • All Advanced/MDwD Program learners will attend medical education seminars and journal clubs  
• ESCape is held weekly on Tuesdays from noon to 1pm on the Parnassus campus (phone in capabilities available). These sessions are open to the campus-wide community for consultation on ideas, projects, abstracts, manuscripts, etc, and are excellent opportunities to practice abstract and manuscript review skills.  
• Medical Education Journal Club is held monthly on Thursdays from noon to 1pm at the Mission Center Building (on SFGH shuttle stop, phone in capabilities available). These sessions focus on reviews of the education literature with different themes each month. | • Attend 8 total sessions/yr with at least 2 sessions minimum of each (ESCAPE and Med Ed Journal Club) |

| **Thesis Committee and Product**  
(Advanced Program only) | • All Advanced/MDwD Program learners will arrange to meet with his/her committee at the beginning and end of his/her research period and before submission of the final scholarly project written product/thesis  
• A draft followed by the final version of the scholarly project written product/thesis must be submitted to and approved by the learner’s committee | • Meet with thesis committee at least 3 times  
• Submit draft of written product/thesis  
• Submit final written product/thesis |
Core Program Completion Checklist

**Forms**
- Online Application Form
- Online Project Proposal/Enrollment Form

**Teaching Strategies & Curriculum Development Course**
- Complete the course in September (either 8/27/12-9/23/12 OR 9/4/12-9/28/12)

**Learning Theories Course**
*Required Sessions (attendance at least 2 of 4 workshops required):*
- Session 1
- Session 2
- Session 3
- Session 4
*Assignments:*
- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

**Works in Progress**
- Attend 3 WIP and present at 2 WIP sessions yearly (outside of September course)

**Teaching Practicum**
- Participate in teaching equivalent to approximately 12 hours of direct teaching time (can be classroom, OSCE/CPX, noon conference, ward rounds teaching, etc)

**Legacy Project**
- Abstract completed & submitted
- Poster completed & submitted
- Present at Symposium (or other approved conference)

**Educator’s Portfolio**
- Portfolio completed and view submitted to HPE house leader
Advanced Program/MDwD Completion Checklist

- **Completion of Core Program Checklist Items**

**Assessment Course**

*Required Workshops (both A & B required):*
- Workshop A: Designing an Assessment Instrument
- Workshop B: SP-Format Exams

*Assignments:*
- Activity Module I
- Activity Module II
- Activity Module III
- Summary/Reflection

**Educational Leadership**

*Required Sessions:*
- Session 1
- Session 2

*Assignments:*
- Read & Reflect 1-4
- Read & Reflect 5-7
- Interview & Reflect
- Observe & Reflect
- In-depth Consolidation

**Seminar/Journal Club Sessions**

- Attend total of 8 sessions combined yearly
  - ESCape seminars (2 minimum)
  - Medical Education Journal Clubs (2 minimum)

**Thesis Committee/Product**

- Arrange and attend 3 thesis committee meetings
- Draft of written product/thesis draft submitted to committee
- Final written project/thesis submitted to committee
# Key Personnel & Contact Info

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Director</strong></td>
<td>H. Carrie Chen, MD, MSEd</td>
<td><a href="mailto:chenhc@peds.ucsf.edu">chenhc@peds.ucsf.edu</a></td>
<td>415-502-2972</td>
</tr>
<tr>
<td><strong>Co-Directors</strong></td>
<td>Amin Azzam, MD, MA</td>
<td><a href="mailto:amin.azzam@ucsf.edu">amin.azzam@ucsf.edu</a></td>
<td>415-476-7836</td>
</tr>
<tr>
<td></td>
<td>Kathy Julian, MD</td>
<td><a href="mailto:kathy.julian@ucsf.edu">kathy.julian@ucsf.edu</a></td>
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