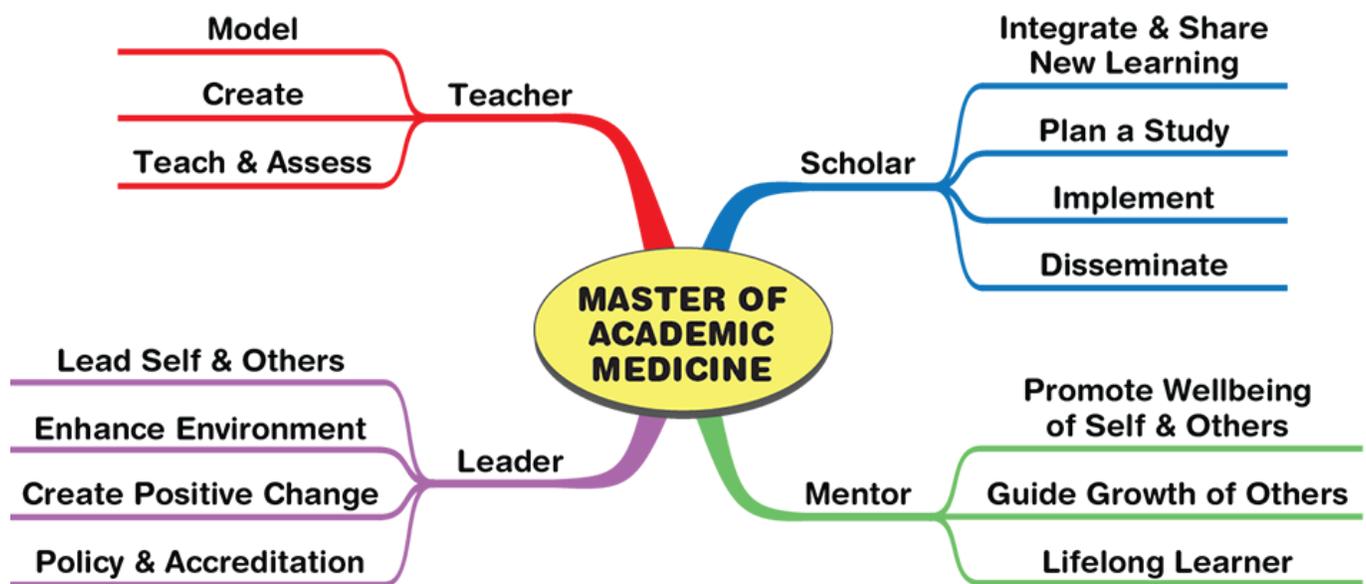


Master of Academic Medicine

Program Information

The Master of Academic Medicine is offered through the Keck School of Medicine of the University of Southern California in collaboration with the Schools of Dentistry and Pharmacy. Our program employs a blended model of synchronous online learning and annual on-campus face-to-face sessions for one week each February. This model allows professionals to continue to work full-time throughout the program, while being part of a cohort of educators from around the world.



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Click here to request more information
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Program Summary

A Master's Program for Today's Challenges

The Master of Academic Medicine was established in 2007 as part of a nearly 50-year tradition of faculty development in medical education at USC. Participants will join a vigorous online community of learners growing together as leaders. What participants learn during weekly online classes can be applied immediately in their work settings.

Our aim is to cultivate leaders who will develop and advance programs in health professions education. The program focuses on four roles faculty and other leaders may play: teacher, leader, scholar, and mentor. Graduates will be well prepared to guide future generations of health professionals toward better meeting the health needs of our global society and promoting the wellbeing of future providers.



Julie G. Nyquist, PhD
MACM Program Director

Program Objectives

Graduates will be able to demonstrate skills within academic medicine related to each of the four roles, including:

- **Teacher:**
 - a) Model use of learning principles and evidence-based teaching techniques;
 - b) Develop Curricula (plan, implement, evaluate, disseminate);
 - c) Teach and assess learners.

- **Leader:**
 - a) Lead self and others;
 - b) Enhance learning and work environment;
 - c) Create positive change;
 - d) Address policy and accreditation issues and opportunities

- **Scholar:**
 - a) Integrate new concepts into teaching;
 - b) Design, implement, study and disseminate innovations

- **Mentor:**
 - a) Model life-long learning;
 - b) Promote wellbeing of self and others;
 - c) Guide growth of others

Upon program completion, graduates will be able to:

1. Remember basic terminology in relation to principles of learning, teaching, assessing, and studying learners and programs within academic medicine and their own health profession, as well as principles related to scholarship, leadership, and wellbeing.
2. Understand the conceptual and procedural knowledge relevant to leading programs within academic medicine and in their own health profession, in relation to: 1) promoting learning; 2) designing and implementing curricula; 3) teaching competencies, milestones and entrustable professional activities in classroom and clinical settings; 4) evaluating learners, faculty, and programs; 5) leading self and others; 6) addressing current policy and accreditation issues within the context of the history of academic medicine; 7) the structure of academic medicine in universities and academic health centers; 8) assessing need for change and implementing change; 9) designing, implementing and assessing innovations; and 10) furthering the wellbeing of self and others.
3. Apply the conceptual and procedural knowledge gained to programs in own health profession, and own work and teaching settings.
4. Analyze: 1) needs within curricula and programs in health professions education, including review and critique of relevant literature, and determining need for change; and 2) needs of learners and provide mentoring (character, skills, wellbeing).
5. Evaluate learner performance and performance of a program or program elements.
6. Create original documents such as a letter to the editor, an abstract related to a proposed curricular change, a philosophy of teaching, scholarly reflections on readings and on own work, a curricular plan, plans for specific teaching sessions, a proposal for a scholarly project, and a report on a work in progress or completed study.
7. Demonstrate metacognitive skills in relation to self-reflection, self-assessment, and own motivation, design of own learning and career plans, and utilization of life-long learning skills to build knowledge, skills and attitudes.

Who Should Apply?

Medical and health professions faculty, prospective faculty, or staff who are focused on education of health professionals at the undergraduate, graduate, or continuing education levels should apply.

Keck School ranks 30th in research in U.S. News & World Report's 2020 "Best Graduate Schools" rankings.

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