Medical Education Fourth-Year Elective  MED-4062

Department: Internal Medicine
Faculty Coordinators: Dr. Blake Barker, Assistant Professor of Internal Medicine
Adjunct Supervisors/Faculty:
Dr. Dorothy Sendelbach, Professor of Pediatrics
Dr. Angela Mihalic, Associate Dean for Student Affairs, Professor of Pediatrics
Dr. James Wagner, Associate Dean for Student Affairs, Professor of Internal Medicine
Classification: MS4 Elective
Hospital/Location: UT Southwestern Medical School
Periods offered: Period 4 with longitudinal experiences available throughout the academic year
Length:
Full Year - Students are expected to participate as a Colleges Peer Mentor for the entire 4th year if they sign up for this elective. Students will mentor pre-clerkship students in the Medical Education II Elective during the first semester of their second year as they develop their Scholarly Project proposals. Clerkship Block - During period 4 of their fourth year, students will attend lectures for the elective. They will also develop and lead an interactive educational activity (e.g. TBL). Additionally, students will be required to complete an Educational portfolio that will be submitted to the Faculty coordinator prior to the end of the clerkship block.
Maximum number of students: 6
Prerequisites: Completion of 3rd Year Curriculum and Medical Education Enrichment Elective. Must obtain approval from Faculty Coordinator prior to registering for the course.
First day contact: Dr. Blake Barker
First day time and place: ***
Additional information:
The full year components of this course may be taking concurrently with other courses. The four-week “clerkship block” may not be taken concurrently with other courses.

Description:
Throughout their careers, physicians serve as teachers to a wide variety of audiences, including but not limited to, medical students, trainees, colleagues, patients, and members of the community. Developing the ability to be an effective teacher is crucial, but exposure to training in this field is limited. Through this fourth year elective, students will learn crucial skills to become informed, effective, and memorable instructors. Students will learn through small group lectures and discussions as well as hands-on experience. Skills learned in this elective will be applicable not only in the classroom, but also at the patient bedside, and in the community. This elective will be a requirement of the medical education distinction track in addition to other requirements. Students who are not pursuing this distinction may take this elective but cannot obtain distinction without meeting the other requirements.

Course Goals and Objectives:
1. Medical knowledge
   o Students will attend lectures that will cover the following topics:
     • Introduction to Clinical Educator Tracks in Academic Medicine
     • Educational Administration
     • The Role of Simulation in Medical Education
     • Inter-professional Education
     • Incorporating Technology in your Teaching
     • Microskills of Teaching- The One Minute Preceptor (Bedside Teaching)
     • Educating a Lay Audience
     • Creating an Educator’s Portfolio
2. **Practice based learning**
   - **TBL Session Development and/or Development of an Interactive Learning Curriculum**
     - Students will begin by completing the TBL Session Training Module available through the Psychiatry Clerkship (Point of contact: Dr. Pershern)
     - Students will work with a faculty member to develop a testable Team Based Learning session including the session content, IRAT, and GRAT test questions
     - Students will receive evaluations from the students in the TBL group as well as the faculty member
     - Alternatively, students may propose to create an interactive learning curriculum for a larger audience that does not follow the traditional TBL format, if approved by the course director
   - **Medical Education II Elective Mentor & Colleges Mentor**
     - Students will serve as a mentor for younger students developing their Scholarly Activity Proposals through providing editing and feedback
     - Students will be responsible for mentoring between 2 and 4 students
     - Students will serve as a Peer Mentor for the Academic Colleges throughout the 4th year and will be evaluated by their Colleges Mentor
     - Through the Colleges, students will also engage in bedside teaching and receive feedback from the pre-clerkship students, which will be reviewed with the course director
   - **Optional extracurricular involvement**
     - Compose practice questions to be made available for students to review pre-clerkship material (e.g. made available to students through Osmosis)
     - Coordinate and/or facilitate Step-Up to STEP1 Sessions
     - Create and/or edit online training modules for the Medical Education Tract and Distinction
     - Review syllabus content, structure, and format of syllabi for the pre-clerkship curriculum

3. **Interpersonal communication skills**
   - Students will develop critical communication skills related to teaching in a multitude of settings including large groups, small groups/TBLs, and patient/bedside teaching
   - These skills include but are not limited to:
     - Engaging tone of voice
     - Good audience eye contact
     - Appropriate tempo/pace
   - Students will learn how to assess whether their communication skills result in effective information exchange

4. **Professionalism**
   - Students will collaborate during group sessions to explore issues of professionalism including the following:
     - Addressing student complaints
     - Soliciting feedback and implementation of criticism
     - Analyzing evaluations
     - Mitigating classroom disagreements
     - Moderating panel discussions
   - Students will explore HIPPA and ethical challenges as they pertain to preparing and delivering lectures
5. **Systems-based practice**
   - Students will understand appropriate resource utilization when preparing, presenting, and distributing educational materials.
   - Students will discuss effective methods or soliciting and utilizing multidisciplinary input in order to deliver comprehensive instruction.
   - Students will become aware of being an educator within the larger context of graduate medical education.
   - Students will incorporate considerations of cost-awareness and risk-benefit analysis as it pertains to patient or population based care into their medical curriculum.

6. **Project:**
   - Students will assemble a template-driven Teaching Portfolio that summarizes their work and experience gained through the elective in addition to any additional related experience that was obtained throughout Medical School.
   - Portfolio should include the following:
     - Summary of work done throughout Medical School (including the elective) related to Medical Education.
     - Faculty and peer evaluations from TBL session or interactive learning session, Lecture/TBL Preparatory Materials (slides, background research, etc.), and de-identified outcome data for any testable material composed throughout the elective (IRAT/GRAT scores).
     - Peer evaluations from mentees in the Medical Education II Elective.
     - Mentor and pre-clerkship student evaluations from Colleges.
     - Evaluations from any other education/tutoring experiences in Medical School.
     - A reflective essay where the student evaluates their progress and discusses future goals/thoughts related to Academic Medicine and Medical Education.

**Methods of instruction:**
Biweekly lectures with assigned reading
Experiential as outlined above

**Schedule:**
Lectures: Times TBD based on Lecturer’s availability
TBL sessions and Lecture Time to be set with Faculty Director

**Methods of evaluation:** Pass/fail, no written exam. Students will be evaluated based on attendance, project completion, faculty evaluation, peer evaluation, and completion of course evaluation.