

MEDICAL EDUCATION ENRICHMENT ELECTIVE ENRH-137

A. Course Directors: Dr. Angela Mihalic and Dr. Dorothy Sendelbach

B. Student Liaisons: Avery Young, Cara Jacobson, and Hiren Patel

C. Requirements:

Minimum participants for course to be conducted: 10

Maximum number of students for the course: 40

D. Rationale:

Throughout their careers, physicians serve as teachers to both trainees and patients on a daily basis. Developing the ability to be an effective educator is critical, but exposure to training in this field is limited. Through this elective, students will learn the crucial skills needed to become informed, effective, and memorable instructors. These skills will be applicable not only in the classroom, but also at the patient bedside. This course will explore Medical Education from various aspects including, but not limited to:

- Clinical educator tracks and opportunities
- Learning theory and various learning modalities
- Educational needs assessments and evaluating teaching effectiveness
- The components of an organized, effective, and memorable presentation
- Testing modalities and their effectiveness in evaluating students' knowledge
- Strategies for adapting presentations to a diverse audience
- Research opportunities in medical education at UT Southwestern, and pathways to academic medicine

With the knowledge and skills acquired through this elective, students will be able to confidently convey their knowledge to a wide variety of audiences in the hospital, community, and academic settings.

E. Objectives:

Through participation in this course, students will:

1. Develop an understanding of the wide variety of teaching opportunities in the field of medicine.
2. Become familiar with the diverse populations physicians interact with and teach on a daily basis.
3. Develop critical skills in analyzing their audience and utilizing this information to compose an effective presentation.
4. Explore learning theory as it pertains to medical education.
5. Become familiar with assessing educational needs and evaluating teaching effectiveness.
6. Participate in interactive workshops that further enhance their ability to engage an audience.
7. Develop the ability to effectively evaluate the understanding of patients and trainees following an educational activity.

F. Format:

The course will be taught through 10 approximately one-hour interactive lectures and 2 instructor led workshops. Most of the interactive lectures will be held on Mondays from 12-1pm from D1.102. Workshops will be held at a time and location to be determined.

G. Course Evaluation:

Grading will be pass/fail. To receive transcript acknowledgement, students must:

- Attend 8 lectures (8 hours)
- Attend 1 workshop (2 hours)
- Complete the online course evaluation form
- Students can make up one missed lecture by attending a Grand Rounds presentation that is part of the "Effective Teacher Series."

H. Schedule:**Lecture 1: Introduction to Academic Medicine and Medical Education**

Angela Mihalic, M.D.

Objectives:

1. Introduce students to different ways physicians can become involved in medical education in the academic medical setting (curriculum reform, basic science/pre-clinical education, clerkship directors, resident/fellow training).
2. Introduce the basics of curriculum design.
3. Discuss general pathways to becoming a clinical educator.
4. Discuss additional degrees and/or certifications that can potentially be sought.

Lecture 2: The Psychology of Learning and Introduction to Different Learning Modalities/Adult Learning Principles

Arlene Sachs, Ph.D.

Objectives:

1. Provide a general introduction to learning theory.
2. Define different modalities used in medical education, the research behind these methods, and correlation with test/step scores.
3. Discuss individual learning styles and how each modality relates to each learning style.
4. Discuss different study habits and their effectiveness.

Lecture 3: Effective Course Creation

Peter Michaely, Ph.D.

Objectives:

1. Provide a general introduction to course organization.
2. Discuss usage of teaching techniques to challenge students.
3. Discuss creation of effective learning resources.

Lecture 4: Practical Actions to Promote Inclusivity as an Educator

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Objectives:

1. Introduce the concepts of inclusivity, self-definition, and diversity.
2. Discuss current disparities in educational settings for minority social groups.
3. Discuss leading theories behind the benefit and practice of inclusivity.
4. Examine various means for students to promote inclusivity at UTSW.

Lecture 5: Learning Assessment (Multiple Choice Questions and More)

James Wagner, M.D.

Objectives:

1. Discuss the pros and cons to different assessment modalities: oral vs. multiple choice vs. practical, etc.
2. Examine various testing strategies in multiple choice questions.
3. Practice writing test questions and answer choices to fairly evaluate student knowledge.

Lecture 6: Completing an Educational Needs Assessment

Blake Barker, M.D.

Objectives:

1. Define an educational needs assessment and discuss its importance.
2. Examine the steps of completing an educational needs assessment.
3. Discuss the use of needs assessments in designing educational activities.
4. Provide examples of methods of assessment.

Lecture 7: Effective Feedback

Dorothy Sendelbach, M.D.

Objectives:

1. Constructing feedback, asking appropriate questions, and the right timing.
2. Augmenting presentations to incorporate feedback.
3. How to elicit feedback and emphasize the importance of it.
4. Cover both sides of the feedback argument.

Lecture 8: Generational Diversity in the Medical Field: How it influences our learning environment and how it should influence our teaching style

Angela Mihalic, M.D.

Objectives:

1. Describe and contrast the general characteristics of the generations currently in healthcare.
2. Discuss the impact of these characteristics on teaching, learning, and expectations in the work environment.
3. Describe the foundation for the characteristics noted in the millennial generation and potential impact on teaching and learning methodologies as well as professionalism.
4. Discuss potential strategies to bridge the generational gap and develop the characteristics and behaviors required to be a healthcare professional.

Lecture 9: Pathways to Academic Medicine and Medical Education Research at UTSW

Dorothy Sendelbach, M.D.

Objectives:

1. Understand the pathways to academic medicine.
2. Understand the opportunities available for students to participate in medical education research at UTSW.

Lecture 10: How to Effectively Communicate With and Teach a Specific Audience

David Greenberg, M.D.

Objectives:

1. Discuss how to teach to the knowledge level of your audience
2. Provide students with examples of effective versus ineffective communication tools
3. Develop an understanding of how to generate a talk that facilitates the audience's ability to gain understanding of a complex or detailed topic, or to "see the forest for the trees".

Workshop 1: Creating an Effective Large Group Presentation

Angela Mihalic, M.D. Dorothy Sendelbach, M.D.

Time: 2 hours

Objectives:

1. Describe the key features of a successful presentation or teaching session.
2. Emphasis on organization and clarity.
3. Discuss how to make material understandable but also memorable
4. Have students bring background information on a topic of their choice and generate a short presentation (possibly within small groups) with 1 or 2 learning objectives and 5-10 supporting slides.

Workshop 2: Facilitating Small Group Activities

Reeni Abraham, M.D.

Time: 2 hours

Objectives:

1. Describe the strengths and benefits of small group learning in medical education.
2. Discuss the importance of the group environment, the role of the facilitator, and active participation.
3. Provide an example of an effective small group session.
4. Practice designing a small group learning session.

Date	Topic	Time	Location
1/27/2020	Introduction to Academic Medicine and Medical Education	12-1:00 p.m.	
2/3/2020	The Psychology of Learning and Introduction to Different Learning Modalities	12-1:00 p.m.	
2/10/2020	Workshop- Creating an Effective Large Group Presentation	12-2:00 p.m.	
2/17/2020	Effective Course Creation	12-1:00 p.m.	
2/24/2020	Practical Actions to Promote Inclusivity as an Educator	12-1:00 p.m.	
3/2/2020	Assess Learning (MCQ and more)	12-1:00 p.m.	
3/9/2020	Completing an Educational Needs Assessment	12-1:00 p.m.	
3/16/2020	Effective Feedback	12-1:00 p.m.	
3/30/2020	Workshop: Facilitating Small Group Activities	12-2:00 p.m.	
4/6/2020	Generational Diversity in the Medical Field	12-1:00 p.m.	
4/13/2020	Pathways to Academic Medicine and Medical Education Research at UTSW	12-1:00 p.m.	
4/20/2020	How to Effectively Communicate With and Teach a Specific Audience	12-1:00 p.m.	
4/27/2020	Medical Education Scholarly Activity Student Panel**	12-1:00 p.m.	

***Medical Education Research Student Panel**

This session will not count against students in the elective if they do not attend. This will count as a bonus/make-up lecture toward the 8 they must attend.

Objectives:

1. Discuss past student involvement in medical education projects
2. Discover opportunities to participate in medical education at UTSW

Make up session options will be communicated as they become known to the course directors and liaisons.

Effective Teacher Series Lectures