

**Course:** Colleges Teaching Elective **Course Number** MED 2125

**Department:** Internal Medicine

**Faculty Coordinators:** James Wagner, MD

Thomas Dalton, MD

**Hospital:** Parkland and Clements University Hospitals

**Periods Offered:** All

**Length:** An equivalent of four weeks; 120 hours total. Divided into 60 hours of mentor group activities (approximately sixteen Colleges afternoons, likely with two or more mentors) and 60 hours of project work (see description below).

**Max # of Students:** 160

**First Day Contact:** Heather Smith, Colleges Office, 214 648 5298,  
Heather3.Smith@UTSouthwestern.edu

**First Contact Time:** Per assigned mentor

**First Day Location:** Per assigned mentor

**Prerequisites:** (please include any required clerkships; students have elective time starting in the early clerkship phase)

1. Completion of Pre-Clerkship Colleges
2. Students must sign up for and attend at least sixteen Colleges sessions over two semesters.
3. Students must obtain approval of a proposed project

**NOTE: This course may be taken concurrently with other courses.**

## **I. Course Description**

In 2013, the Association of American Medical Colleges (AAMC) published the Physician Competency Reference Set (PCRS) after an exhaustive review of competencies published by several health care organizations, professions, specialties and subspecialties, and countries. The AAMC committed to use the PCRS as a method of organizing curriculum inventory of all US medical schools as well as resources for MedEdPORTAL, a peer-reviewed, online repository for medical educational resources.

PCRS Competency 8.6 reads as follows: "Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system." The purpose of this elective is to provide medical students with opportunities to demonstrate and hone the leadership skills mentioned in Competency 8.6.

## II. Course Goals and Objectives

- a. Medical knowledge – demonstrate a command of the following skills by teaching
  - i. History-taking
  - ii. Physical examination
  - iii. Diagnostic reasoning
  - iv. Test result interpretation
  - v. Verbal presentation
  - vi. Written documentation of clinical encounters
  - vii. Self-directed learning and evidence-based medicine
- b. Practice based learning
  - i. Discuss approach to identify, diagnose, and manage challenging learners
  - ii. Apply an adult learning theory to develop an educational curriculum
  - iii. Demonstrate ability to critically appraise medical education literature
  - iv. Use teaching perspectives inventory to identify teaching style and use as foundation for teaching philosophy
  - v. Provide and receive direct observation of a teaching activity
- c. Interpersonal communication skills
  - i. Demonstrate effective strategies for delivering, receiving, and eliciting feedback
  - ii. Describe importance of networking and mentorship in career development for medical education career
  - iii. Demonstrate how to adapt teaching strategies in different educational settings (small group, large group, coffee talk, procedures, bedside)
  - iv. Demonstrate delivery of critical feedback to students on their clinical skills, or something to that effect.
- d. Professionalism
  - i. Identify roles and responsibilities of a mentor and a mentee in a mentoring relationship, and how to set an agenda for mentorship meetings

III. **Project:** Students must complete a project to receive credit for the course. Project proposals must be approved and mentored by a course director and amount to approximately 60 hours of work, which may include preparation time for teaching sessions. Potential projects may include partnering with faculty teacher to

- i. Teach in non-Colleges courses (e.g. being a TA in human structures or cell biology),
- ii. Review and edit existing medical school course syllabi,
- iii. Development of a new lecture, interactive teaching session (eg TBL), assessment tool, or
- iv. Analysis of an existing curriculum or medical education outcome.
- v. Students will also be responsible for meeting negotiated deadlines for project development and completion.

IV. **Methods of instruction:** Students will attend scheduled Colleges preparatory lunches immediately prior to teaching sessions. Students will learn by teaching Pre-Clerkship students, by observing assigned mentor, and receiving feedback from assigned mentor.

V. **Schedule:** See Colleges schedule for peer mentoring sessions; project schedule to be negotiated with course director(s)

VI. **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.

**VII. Overview of student responsibilities**

- a. As a prerequisite to enrollment in this elective, students must commit to a minimum number of Colleges sessions.
- b. When possible, students must be available to attend a hospital visit with a pre-clerkship student prior to the session with the mentor.
- c. Students must attend mentor lunches immediately prior to sessions to which they have committed
- d. Students must attend and contribute to the sessions to which they have committed.