

Course: Colleges Teaching Elective Course Number MED 2125

Department: Student Colleges

Faculty Coordinators: 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: 80

First Day Contact: Adaline Khamvongsouk, Colleges Office, 214 648 5298,
Adaline.Khamvongsouk@UTSouthwestern.edu

First Contact Time: Per assigned mentor

First Day Location: Per assigned mentor

Prerequisites:

1. Completion of Pre-Clerkship Colleges
2. Students must sign up to attend at least sixteen Colleges sessions over two semesters.
3. Students must obtain approval of a proposed education project from the course director.

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, medical specialties, 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, "Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system."

The Colleges Teaching Elective is designed to provide students with opportunities to demonstrate and hone the leadership skills mentioned in Competency 8.6. Students will commit to serving as a consistent Peer Mentor for a Mentor group throughout the academic year. In addition, students will fulfill project hours related to medical education. Project hours can be accrued by helping with teaching endeavors outside of the Mentor sessions but related to the Colleges mission and objectives. Project hours can also be accrued by contributing to curriculum development and assessment; see details below.

The Colleges Teaching Elective is distinct from the volunteer Peer Mentor opportunity because consistent participation in Mentor sessions is committed to up front, contributions to the broader educational mission on our campus are required, and elective credit is earned.

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. 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 soliciting feedback
 - ii. Describe the importance of networking and mentorship for career development in medical education
 - iii. Demonstrate how to adapt teaching strategies in different educational settings (small group, large group, coffee talk, procedures, bedside)
 - iv. Demonstrate delivery of effective feedback to students on their clinical skills
- 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 accrue a total of about 60 project hours to receive credit for the course. Students will submit a plan to the course director at the beginning of the year that outlines how they plan to accrue the required project hours, and the plan must be approved in order to participate in the elective. Participating in education projects that are related to the Academic Colleges is encouraged but not required. Example of potential projects include partnering with faculty to:

- i. Review and edit existing medical school course syllabi;
- ii. Develop a new lecture, interactive teaching session (eg TBL), assessment tool;
- iii. Innovate delivery strategies for existing curricula; and/or
- iv. Analyze an existing curriculum for medical education outcomes.

Students will be responsible to their faculty supervisors and the course director for negotiating and meeting deadlines for project development and completion.

IV. Methods of Instruction

Students will be invited to attend scheduled faculty development lunch sessions immediately prior to Colleges teaching sessions. Students will learn by teaching Pre-Clerkship students, by observing Mentors, and by receiving feedback from the Mentor and the students they work with.

V. Schedule

See Colleges schedule for sessions. The project schedule will be negotiated with faculty supervisor and the course director.

VI. Methods of evaluation

The elective is Pass/Fail. There is no written exam. Students will be evaluated based on attendance, project completion, faculty evaluation, and completion of a course evaluation.

VII. Overview of student responsibilities

- a. As a prerequisite to participate in this elective, students must commit to a minimum number of Colleges sessions and submit a proposal on how they will accrue approximately 60 project hours. (This will occur after the enrollment process.)
- b. When possible, students should be available to attend hospital visits with the pre-clerkship students in their group prior to the sessions with their Mentor.
- c. Students must attend and contribute to the sessions to which they have committed.
- d. Students will maintain open and clear communication with their Mentor group throughout the academic year.
- e. Students will work diligently on the project(s) they commit to and will communicate regularly with their faculty supervisor to ensure projects move forward.