

Medical Education Fourth-Year Elective MED-2118

Department: Internal Medicine

Faculty Coordinators:

Dr. Blake Barker, Associate Professor of Internal Medicine

Dr. Eduardo Mulanovich, Assistant Professor of Internal Medicine

Dr. Hilda Loria, Assistant Professor of Pediatrics

Dr. Jessica Voit, Assistant Professor of Internal Medicine

Classification: MS4 Elective

Hospital/Location: UT Southwestern Medical School

Periods offered: All

Length: Longitudinal elective with monthly requirements August thru February, including lectures, presentations and projects

Maximum number of students: 14

Prerequisites: Completion of Core Clerkship Curriculum.

First day contact: Dr. Blake Barker

First day time and place: To be determined

Additional information:

This course may 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 also learn how to begin a successful and exciting career in medical education. 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.

Course Goals and Objectives:

1. Medical knowledge

- Describe methods of scholarship within medical education
- Name the six steps of curriculum development
- Demonstrate effective strategies for delivering, receiving, and eliciting feedback
- Discuss approach to identify, diagnose, and manage challenging learners
- Apply an adult learning theory to develop an educational curriculum

2. Practice based learning

- Demonstrate ability to critically appraise medical education literature
- Use teaching perspectives inventory to identify teaching style and use as foundation for teaching philosophy
- Provide and receive direct observation of a teaching activity

3. Interpersonal communication skills

- Describe importance of networking and mentorship in career development for medical education career
- Demonstrate how to adapt teaching strategies in different educational settings (small group, large group, coffee talk, procedures, bedside)

4. Professionalism

- Identify roles and responsibilities of a mentor and a mentee in a mentoring relationship, and how to set an agenda for mentorship meetings
- List components of teaching portfolio and design teaching portfolio
- 5. Systems-based practice**
 - Describe career paths and opportunities for medical educators in academic medicine
- 6. Project:**
 - Students must complete a project to receive credit for the course. Project proposals will be approved and mentored by a course director. Potential projects may include development of a curriculum, development of an interactive teaching session (eg TBL) in an existing course, development of an assessment tool or analysis of an existing curriculum or medical education outcome.
 - Students will also assemble a teaching portfolio by the end of the course

Methods of instruction:

Students will attend monthly interactive teaching sessions, participate in medical education journal club and provide and receive direct observation of their teaching activities. Setting will be mixture of in-person, didactic, and asynchronous activities.

Schedule:

Lectures: Times TBD based on Lecturer's availability

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