

## MEDICAL EDUCATION II ENRICHMENT ELECTIVE ENRH-144

Course Director: Dr. Dorothy Sendelbach

Student Liaisons: Alexa Wilden, Lilly Carter, Kyle Langston

### Requirements:

Minimum participants for course to be conducted: 10

Maximum number of students for the course: 40

### Rationale:

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.

### Objectives:

Through participation in this course, students will:

1. Develop an understanding of research methods used in Medical Education.
2. Understand how to optimally develop curriculum in Medical Education.
3. Become familiar with assessing educational needs and evaluating teaching effectiveness.
4. Participate in interactive workshops that further enhance their ability to design and implement a Medical Education project.
5. Develop the skills to effectively measure the understanding of patients and trainees following an educational activity.
6. Develop a Scholarly Track Project Proposal or research focus under the guidance and supervision of the student's Scholarly Activity Faculty Mentor for students planning on pursuing M.D. with Distinction.

### Format:

The course will be taught through 9 approximately one-hour **in-person** interactive lectures and 2 workshops. Students will meet with Track Directors and their mentors at least once if they are interested in pursuing Medical Education as a Scholarly Activity.

### Student Evaluation:

Grades will be pass/fail. **Students must attend at least 8 sessions and 1 workshop of the course**, and fill out the end-of-course survey in order to receive transcript acknowledgement.

Students are allowed to make-up one missed lecture by attending a Grand Rounds presentation that is part of the "Effective Teacher Series."

| <b>Date</b>     | <b>Topic</b>                                                               | <b>Time</b>                                      | <b>Location</b>               |
|-----------------|----------------------------------------------------------------------------|--------------------------------------------------|-------------------------------|
| <b>8/23/21</b>  | <b>Identifying a Mentor and Maximizing the Mentor-Mentee Relationship</b>  | <b>5-6 p.m.</b><br><i>Dinner will be served!</i> | <b>D1.100</b>                 |
| <b>8/30/21</b>  | <b>Designing a Standardized Patient Encounter</b>                          | <b>5-6 p.m.</b><br><i>Dinner will be served!</i> | <b>D1.100</b>                 |
| <b>9/6/21</b>   | <b>UNIVERSITY HOLIDAY</b>                                                  |                                                  |                               |
| <b>9/13/21</b>  | <b>Simulation Learning Workshop</b>                                        | <b>5-7 p.m</b>                                   | <b>Sim Center Classroom A</b> |
| <b>9/20/21</b>  | <b>Clerkship Curriculum I</b>                                              | <b>5-6 p.m.</b><br><i>Dinner will be served!</i> | <b>D1.100</b>                 |
| <b>9/27/21</b>  | <b>Clerkship Curriculum II</b>                                             | <b>5-6 p.m.</b><br><i>Dinner will be served!</i> | <b>D1.100</b>                 |
| <b>10/4/21</b>  | <b>Designing a Curriculum with Respect to Standardized Exams</b>           | <b>5-6 p.m.</b><br><i>Dinner will be served!</i> | <b>D1.100</b>                 |
| <b>10/11/21</b> | <b>Quality Improvement in Medical Education</b>                            | <b>5-6 p.m.</b><br><i>Dinner will be served!</i> | <b>D1.100</b>                 |
| <b>10/18/21</b> | <b>NO CLASS FOR ENDO/REPRO FINAL</b>                                       |                                                  |                               |
| <b>10/25/21</b> | <b>Hypotheses, Study Design, and Resources for Your Scholarly Activity</b> | <b>5-6 p.m.</b><br><i>Dinner will be served!</i> | <b>D1.100</b>                 |
| <b>11/1/21</b>  | <b>Effective Survey Design</b>                                             | <b>5-6 p.m</b><br><i>Dinner will be served!</i>  | <b>D1.100</b>                 |
| <b>11/8/21</b>  | <b>IRB Proposals</b>                                                       | <b>5-6 p.m.</b><br><i>Dinner will be served!</i> | <b>D1.100</b>                 |
| <b>11/15/21</b> | <b>Scholarly Activity Proposal Workshop</b>                                | <b>5-7 p.m.</b><br><i>Dinner will be served!</i> | <b>D1.100</b>                 |

### **Session 1: Identifying a Mentor and Maximizing the Mentor-Mentee Relationship**

*Dr. Ladan Agharokh, Pediatrics*

Objectives:

1. Understand the role of the mentor and what to expect from a mentor.
2. Understand what makes a good mentee

3. Provide direction and advice for selecting, approaching, and communicating with potential mentors.

## **Session 2: Designing a Standardized Patient Encounter**

*Dr. Thomas Dalton, Internal Medicine and Geriatrics*

### **Objectives**

1. Discuss the role of standardized patient encounters in medical education.
2. Understand the logistics and pros/cons of standardized patient encounters.
3. Explore new technology that will be used alongside SPs in medical education (i.e. virtual standardized patients).

## **Workshop 1: Simulation Learning**

*Krystle Campbell, MS, Director of Simulation Center Operations*

### **Objectives:**

1. Understand the role of simulation in medical education now and in the future.
2. Discuss which learning situations are most and least apt for use of simulation.
3. Explore how simulation using a mannequin is prepared and how to effectively create a “sim day”.

## **Session 3: Clerkship Curriculum I: Designing a Clerkship**

*Dr. Rachel Bonnema, Associate Chief of the Division of Internal Medicine*

### **Objectives:**

1. Provide a general introduction to the objectives-based approach of curriculum design.
2. Identify necessary resources for developing a curriculum to meet learning objectives.
3. Discuss the selection of teaching techniques to efficiently guide students to meet curriculum goals.
4. Describe how to create balance between allowing students to practice and perform skills while minimizing risk for patients.

## **Session 4: Clerkship Curriculum II: Assessing Competencies and Clinical Skills**

*Dr. M. Brett Cooper, Pediatrics and Adolescent and Young Adult Medicine*

### **Objectives**

1. List the methods by which students are evaluated during clerkships.
2. Discuss challenges in student evaluation during clerkships, such as variability between attendings.
3. Learn key tips to succeed and stand out in your clerkships.

## **Session 5: Designing a Curriculum with Respect to Standardized Exams**

*Dr. Peter Michaely, Assistant Dean of Undergraduate Medical Education*

### **Objectives**

1. Understand how the content tested on standardized exams like STEP 1 shapes a medical school curriculum ie. finding a balance between teaching to the exam vs teaching to make knowledgeable ph

2. Discuss how students should best balance studying for their courses and STEP 1.
3. Explore the ways in which UTSW has considered handling curriculum changes with STEP 1 becoming P/F.

### **Session 6: Quality Improvement in Medical Education**

*Dr. Gary Reed, Colleges Headmaster*

Objectives:

1. Define quality improvement (QI) and what distinguishes it from other forms of research.
2. Understand QI concepts and the function of QI tools that are relevant to scholarly activity in medical education.
3. Provide examples of how to enhance a medical education project by applying QI principles.

### **Session 7: Hypotheses, Study Design, and Resources for Your Scholarly Activity**

*Dr. Aditee Ambardekar, Anesthesiology*

Objectives:

1. Define the components of a hypothesis in medical education.
2. Provide examples of hypotheses and explore the importance of a clear hypothesis on a research project.
3. Generate hypotheses concerning medical education interests based on a given problem.

### **Session 8: Effective Survey Design**

*Dr. Joan Resich, Population and Data Sciences*

Objectives:

1. Understand the purpose of surveys and appropriate indications for their use.
2. Discuss the components of an effective survey compared to an ineffective survey.
3. Understand how to appropriately choose question types based on the information the educator is trying to solicit.
4. Practice designing an effective survey in the context of medical education.

### **Sessions 9: IRB Proposals**

*Dr. John Sadler, Daniel W. Foster, M.D., Professorship in Medical Ethics*

Objectives:

1. Understand how to submit and access resources for an IRB proposal online.
2. Discuss the components of a comprehensive IRB research application and types of projects that require IRB approval.
3. Understand the timeline required for IRB approval.
4. Understand when changes to study designs need to be submitted for re-approval.

### **Workshop 2: Scholarly Activity Proposal**

*Dr. Dorothy Sendelbach, Assistant Dean for Undergraduate Medical Education*

Objectives:

1. Draft project background, hypothesis, design, and potential conclusions based on the scholarly activity proposal template.
2. Develop a tentative timeline for completion.
3. Learn the expectations for a scholarly activity proposal.
4. Provide constructive feedback in small groups.