

MD ID 7224: Students as Teachers Pathway 4

Approved:

Credit Hours: 0.5

Contact Information

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Course Information

Brief Description of Course

The Students as Teachers Pathway 4 course will build upon content delivered during the Students as Teachers Pathway 1, 2 & 3 courses, and lay the groundwork for clinical education techniques that students will experience in their third year of medical school. The course will help students develop fundamental skills to help successfully educate their peers during clinical rotations.

Course Objectives

As a result of successfully completing the Students as Teachers Pathway 4 course, students will be able to:

1. Describe the theoretical foundations for successful bedside teaching.
2. Identify the key elements necessary for successful procedural teaching.
3. Develop a lesson plan for morning report presentation.
4. Formalize timeline and action plan for completion of the capstone project.

Course Format & Schedule

Timeline

Dates: 1/05/21; 2/02/21; 3/02/21; 4/06/21

Time: 1-3pm

Educational and Instructional Modalities

Modality	Percentage
Didactic	10%
Workshop Activities	45%
Small Group	20%
Interactive Discussion	25%

Session Titles and Objectives

Session 1: Bedside Teaching: Involving the Patient and Family in Clinical Education

Objectives: At the end of the session, the students will be able to:

- Identify key elements necessary for successful bedside teaching.
- Discuss common pitfalls in teaching at the bedside.
- Review methods to identify a patient's medical literacy.

Written Assignment: Imagine that you are a 3rd year medical student in a clerkship that you are interested in. You are presenting at bedside and would like to explain an aspect of the patient's condition to the team, as you did extensive reading on this the night before. Outline a teaching script that you might use on a clinical topic of your choice, considering that you must use language that the patient and family can understand as well. Include two references.

Session 2: Procedural Teaching: Beyond “See One, Do One, Teach One”

Objectives: At the end of the session, students will be able to: Identify key elements of procedural teaching.

- Discuss common pitfalls in teaching procedures
- Review resources for “just in time” learning for medical procedures.

Assignment: Participate in classroom activity demonstrating procedural teaching skills.

Session 3: Teaching When You Have Time to Prepare: Morning Report Lesson Plans

Objectives: At the end of the session, students will be able to:

- Use the concept of backwards design to drive development of lesson plan for morning report.
- Write objectives for a teaching session that are clear, measurable and specific.
- Plan and implement a short “Morning Report Style” lesson to teach peer group.

Assignment: Develop and post a morning report lesson plan on discussion board, and provide peer feedback on two student-developed lesson plans.

Session 4: Capstone Project Support and Mentorship

Objectives: At the end of the session, students will be able to:

- Formalize or refine timeline for capstone project completion.

Assignment: Submit a revised timeline for capstone project completion.

Role of the Student in this Course

Students are expected to be active participants in this primarily workshop-based course. When applicable, students will be expected to complete readings and assignments before and after class. Thoughtful, prepared and engaged students will help us create a productive and positive learning environment for everyone.

Required Textbook(s)/Readings

Readings and accompanying materials (e.g., online sources) will be provided through Canvas prior to each session. There is no required textbook for this course.

Assessment & Grading

Assessments

Assessment Name	Weight toward Final Grade	Grading Criteria	Due Date
Attendance & Participation	Must Complete	75% attendance OR completion of make-up assignment as dictated by course directors.	1/05/21 2/02/21 3/02/21 4/06/21
Written Assignment: Teaching Scripts	Must Complete	Completed written assignment, including two documented sources.	
Participation: Classroom Activity Demonstrating Procedural Teaching Skills	Must Complete	Participate in role-play as either teacher or learner in procedural teaching demonstration.	

Discussion Board: Morning Report Lesson Plan Development & Peer Feedback	Must Complete	Post a morning report lesson plan on discussion board, and provide peer feedback on two student-developed lesson plans for morning report presentation.	
Capstone Project Timeline	Must Complete	Submission of revised capstone project timeline. Students will receive narrative feedback.	

Grading System

Students will receive a final letter grade of PASS (P), or FAIL (F) for this course.

PASS: A student who achieves all of the criteria will be assigned a grade of PASS for the course.

FAIL: A student who fails to achieve all of the criteria for PASS will be assigned a grade of FAIL for the course.

Criteria to Pass include:

- 75% attendance and participation of sessions, or completion of alternate assignment as dictated by the Course Directors.
- Active engagement in the class discussion.
- Completion & submission of Assignments by the due date.
- Submission of a Capstone Project Timeline.

Student Feedback

Student feedback is an important aspect of our ongoing curriculum development and quality improvement process. As such, students are expected to complete all assigned feedback surveys by the due date.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

Accommodations

Addressing Sexual Misconduct

Dress Code

Examination and Grading Policies

Grade or Score Appeal

Professionalism, Roles & Responsibilities

Mistreatment

Infectious, Environmental and Bloodborne Pathogen Exposures Policy

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access Services

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability, and students seeking to establish the existence of a disability, that would like to request accommodations are required to meet with the CDA to establish accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

Dr. Steven Baumann, Senior Director of Academic Success Program

Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.