

MDID 7223: Students as Teachers 3 Syllabus

Updated: 7/26/21

Credit Hours: 0.05

Contact Information

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Course Information

Brief Description of Course

The Students as Teachers Pathway 3 course will serve as continuation for session content delivered during SaT Pathways 1 and 2. The course will build on teaching skills incorporated during the preceding Pathway sessions, and will focus on more advanced topics in education including medical education research, presenting effective 'chalk talks', assessment and evaluation and role-modeling in education in the clinical setting.

Course Objectives

As a result of successfully completing the Students as Teachers Pathway 3, students will be able to:

1. Describe medical education research
2. Identify and be able to utilize medical education research resources.
3. Plan and present an effective 'chalk talk'.
4. Identify and utilize methods of medical education assessment and evaluation of teaching efficacy.
5. List barriers to and demonstrate the use of role modeling as a teaching tool in the clinical setting.
6. Formalize and describe pathway capstone project.
7. Identify a mentor for pathway capstone project.

Course Format & Schedule

Timeline

Dates: 8/3/2021, 9/7/2021, 10/26/2021, 11/16/2021

Timing: 1-3PM

Educational and Instructional Modalities

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

Session Titles and Objectives

Session 1: Medical Education Research: How to Get the Word Out

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

- Identify key resources for med-ed publication.
- How to perform med-ed specific literature searches.
- Identify local resources for med-ed scholarship.
- Identify 3 ways to disseminate med-ed research.

Session 2: Small Group Teaching: Giving a Chalk Talk

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

- Identify key elements of a successful 'chalk-talk.'
- Plan and implement a short 'chalk talk' format lesson in small groups to teach their peers.
- Provide their peers with feedback on their lesson plans/presentation.

Session 3: Assessment/Evaluation: How will you Know What your Learners Learned?

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

- Describe the difference between formal and informal assessment, and why different situations may call for one or the other.
- List some examples of different methods of assessment, ranging from informal questions, MCQs, surveys, tests, high stakes tests, OSCEs).
- List some methods of course/class evaluation.

Session 4: Role Models in Education in the Clinical Setting

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

- List barriers to effective teaching in the clinical setting.
- Critique the use of role modeling as a teaching tools in the clinical setting.
- Demonstrate the use of role modeling as a teaching tool in the clinical setting.

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 Textbooks/Readings

There is no assigned textbook for this course. Readings will be available on canvas.

Additional Resources

Additional resources will be available on canvas as needed.

Assessment & Grading

Assessment/Assignment	Must Pass/ Must Complete	Due Date
Attend & Participate in four sessions	Must Complete	8/3/2021 9/7/2021 10/26/2021 11/16/2021
Medical Education Research: How to get the Word Out: Journal Club & Group Discussion	Must Complete	8/3/2021
Small Group Teaching: Giving a Chalk Talk	Must Complete	9/7/2021
Reflective Assignments	Must Complete	8/3/2021 9/7/2021 10/26/2021 11/16/2021
Assessment/Evaluation: How will you Know what your Learners Learned?	Must Complete	10/26/2021
Role Models in Education in the Clinical Setting	Must Complete	11/16/2021
Capstone Project Proposal	Must Complete	11/16/2021

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 following activities and class discussion:
 - Medical Education Research
 - Small Group Teaching
 - Assessment/Evaluation
 - Role Models in Education
- Completion of Reflective Assignments within 1 week of session.
- Submission of a Capstone Project Proposal.

Student Feedback

Providing feedback is an important aspect of our professionalism expectations, and helps with curriculum quality improvement. For each Pathways course you must complete an end-of-course survey by the due date to demonstrate reliability for the professionalism competency. Required surveys are administered online through Qualtrics and student responses are anonymous.

Standard Policies

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

- Accommodations**
- Addressing Sexual Misconduct Attendance policy**
- Dress Code**
- Examination and Grading Policies**
- Grade or Score Appeal**
- Professionalism, Roles & Responsibilities**
- Mistreatment**

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.