

MD7225: Students as Teachers Pathway 5

Approved: 7/9/2020

Credit Hours: 0.5

Contact Information

Name	Position	Phone/Pager	Email
Peter Hannon	Co-Director	Cell 801-831-5600	Peter.hannon@hsc.utah.edu
Kathy Moore	Co-Director	Cell 801-633-3493	Kathryn.moore@neuro.utah.edu
Mariela Vazquez Gordo	Coordinator	Office 801-581-6084	Mariela.vg@hsc.utah.edu

Course Information

Brief Description of Course

The Students as Teachers Pathway 5 will serve as continuation for session content delivered during SaT Pathways 1-4. The course will build on teaching skills incorporated during the preceding pathway sessions, and will focus on more advanced topics in education as they present in the clinical setting while on clerkships.

Course Objectives

As a result of successfully completing Students as Teachers Pathway 5 students will be able to:

1. Identify and/or utilize effective teaching strategies and techniques while on clinical clerkships. These can be observed or implemented by you or as part of your clerkship activities, and among others can include:
 - a. Teaching patients and their families
 - b. Bedside teaching
 - c. Peer and/or faculty brief topic presentations
 - d. Morning-report style case-base presentations
 - e. Procedural teaching
2. Identify what elements worked well, as well as those that seemed ineffective. For those that seemed ineffective, describe what improvements you would make/implement for future sessions.
3. Devise strategies to improve your future teaching during clinical encounters

Course Format & Schedule

Timeline

This course will be offered across the Fall and Spring semester with 4 two-hour didactic quarterly from August to April. Online reading and didactic material will be completed prior to class.

Event Schedule and Objectives

1. **September 2020 5:30-7 pm** - Teaching Patients and/or Patient's families
 Every clinical encounter is a teaching encounter. Come to group prepared to discuss an observed or practiced teaching encounter with a patient and/or their family.
2. **November 2020 530-7 pm** - Teaching Peers, Faculty, and/or Interprofessional colleagues
 Using the discussion board, describe a teaching encounter with a peer, faculty and/or interprofessional colleague, then comment on 2 colleague's descriptions. What strategies seemed to work particularly well? What techniques would you do differently in the future? What were the challenges of teaching your peers vs faculty?

3. **January 2020 530-7 pm** - Innovative Teaching Strategies in the Clinical Setting
 Submit a case in which you took part in or observed an innovative teaching strategy in the clinical setting. What challenges have you observed in the clinical setting? What innovative strategies have you witnessed to help overcome the pressures inherent to the clinical setting? Which strategies do you plan to put into practice?

4. **April 2020 530-7 pm** - Procedural Teaching
 After almost a year on clerkships, you likely performed, witnessed or even taught your peers medical procedures. From all of your experiences, how would you now construct the perfect procedural teaching session? Utilizing the discussion board, describe your ideal procedural teaching session, then comment on 2 classmate's contributions. At our session we will discuss common threads identified on the discussion board.

Educational and Instructional Modalities

Modality	Percentage
Small Groups	100%

Role of the Student in this Course

Students are expected to be active participants in this primarily workshop-based course. Sessions will be via zoom or in-person as appropriate. 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.

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

	Weight	Must Pass/ Must Complete	Due Date
Course Assessments			
Attendance & Participation in Sessions	25%	Must Pass: 75% attendance or completion of make-up assignments as dictated by course directors	4 session dates: Sept 2020 Nov 2020 Jan 2021 April 2021
Narrative Assessments			
Director feedback will be provided on discussion board, submitted cases and during group discussion			
Assignments and Must Complete Elements			
Case Submission: Innovative Teaching Strategies	25%	Must Complete	Feb 14, 2021
Discussion board assignment 1: Teaching Peers, Faculty, and/or Interprofessional colleagues	25%	Must Complete	Dec 14, 2020
Discussion board assignment 2: Procedural Teaching	25%	Must Complete	May 14, 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. This includes attending 75% attendance or completion of make-up assignments as dictated by course directors, and completing all must-complete assignments.

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 or completion of make-up assignments as dictated by course directors

Student Feedback

Providing feedback is an important aspect of your professionalism expectation, and helps with our curriculum quality improvement process. Your elective course director or coordinator will inform of you of any course feedback surveys. Surveys must be completed by the due date to demonstrate reliability for the professionalism competency.

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

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.