

MDID 7215: Getting Your Ed in the Game: Student Participation in the MedEdMorphosis Change Initiative

Approved: xxxx

Credit Hours: 0.5-2 credits

Contact Information

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	Coordinator		

Course Information

Brief Description of Course

This is a 0.5-2 credit course offered to medical students from Fall 2021 to Spring 2022. It is intended to provide medical students with experiential learning in medical education, curriculum development, and change management. Students will be actively involved in the MedEdMorphosis process through participation in one or more focus groups, working teams, design teams, envisioning teams, etc. (<https://uofuhealth.utah.edu/exceptional-learning-experience/mededmorphosis.php>). In doing so, students will learn about and apply medical education theories and principles as they partner with other students, staff, faculty, and community partners. Such information and training will serve students who are interested in academic medicine and medical education. Students will be able to tailor the course to their needs and interests via a rolling credits system based on level of involvement in course-related activities.

Course Objectives

As a result of successfully completing the Getting Your Ed in the Game course: Student Participation in the MedEdMorphosis Change Initiative, students will be able to:

1. Discuss the theory and principles which support current aspects of and guide decisions regarding change in the medical education program.
2. Gain an understanding and appreciation of the medical education structure and focus from a leadership perspective.
3. Provide best evidence available to guide decisions made about the medical education program, including content and structure.
4. Develop an awareness of leadership and organizational frameworks needed to address challenges facing medical education in the future.
5. Actively contribute to the outcomes of MedEdMorphosis.

Course Format & Schedule

Timeline

This course will be on a rolling credit scale and timing will be student-directed with approval from course directors. Students will be required to complete and document ½ of their hours by December 2021. Students will document their activities by maintaining and submitting an electronic portfolio.

Educational and Instructional Modalities

Modality	Percentage
Interactive didactics and asynchronous learning	10%
Independent evidence-based reading	30%
Curriculum design project	20%
Participate/ Design/ Lead Focus groups	40%

Role of the Student in this Course

The student in this course will aid in the thought process, discussion and design of new and existing medical curricula, programs, and promotions requirements. The students' responsibilities will include, but not be limited to, participating in the brainstorming and construction of curricula, informing the future course of medical education at the University of Utah, participating in focus groups, and doing independent or team work to further the educational objectives outlined in the course curriculum. Students will be expected to be actively engaged and participate in the MedEdMorphosis process which may include focus groups, working team, design teams, envisioning teams, etc. (<https://uofuhealth.utah.edu/exceptional-learning-experience/mededmorphosis.php>). However, as such, students in this course are expected to be independent learners who are self-motivated and who can complete tasks within the appropriate time frame. A successful student will participate in activities which directly help shape MedEdMorphosis processes and outcomes. These activities will vary during the duration of MedEdMorphosis and may include attending focus groups, providing feedback, annotating and presenting peer-reviewed articles and helping to design and implement specific changes. Participation in the course will often lead to opportunities for interested students to help shape specific changes. At the end of the course, the student will have participated in and gained a greater understanding of the role of learners in shaping new programs by actively addressing the opportunities, weaknesses, and areas for growth of the medical school.

Additional Resources

Educating Physicians: A Call for Reform of Medical School and Residency. Bridget C. O'Brien, David M. Irby, and Molly Cooke.

Assessment & Grading

	Weight	Must Pass/ Must Complete	Due Date
<u>Narrative Assessments</u>			
Review articles and write summaries	35%	Must complete (see specific criteria below)	Must complete
Assignments and Must Complete Elements			
Attend and participate in focus groups and or MedEdMorphosis Team projects	40%	Must complete (see specific criteria below)	Variable
Attend and participate in journal club	10%	Must complete (see specific criteria below)	
Attend group meetings once a semester	15%	Must complete (see specific criteria below)	Variable

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, as documented in their submitted portfolio, 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:

For 0.5 credits: Comment on and/or annotate a minimum of 4 evidence-based articles. Participate in a minimum of 4 hours of focus groups/ MedEdMorphosis projects/ teams/ etc. Complete half of this by December 2021. Participate in 1 journal club meeting, or equivalent.

For 1 credit. Comment on and/or annotate a minimum of 8 evidence-based articles. Participate in a minimum of 8 hours of focus groups/ MedEdMorphosis projects/ teams/ etc. Complete half of this by December 2021. Participate in 2 journal club meetings, or equivalent.

For 1.5 credits: Complete all requirements for 1 credit and in addition participate in a minimum of 20 hours of work to design and/or implement one or more MedEdMorphosis projects by April 2022.

For 2 credits: Complete all requirements for 1 credit and in addition participate in a minimum of 40 hours of work to design and/or implement one or more MedEdMorphosis projects by April 2022.

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

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.