

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

Credit Hours: 0.5-2 credits

Contact Information

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Course Information

Brief Description of Course

This is a 0.5-2 credit course offered to medical students. It is intended to provide medical students with experiential learning in medical education, curriculum development, and change management. Students will further the work of implementation of the **MD** Program through participation in priority activities based on the status of MedEdMorphosis change initiative. As of Spring 2023, a major priority is helping with the ramp up of five student-led clinics to be a required part of students' learning experiences. (<https://uofuhealth.utah.edu/exceptional-learning-experience/mededmorphosis.php>). 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, especially related to student-led clinics
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 service learning in student-led clinics.
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, particularly student-led clinics.

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 document their activities by maintaining and submitting an electronic portfolio no later than April 15th.

Educational and Instructional Modalities – non-clinical credit.

Modality	Percentage
Interactive didactics and asynchronous learning	10%
Independent evidence-based reading	30%
Curriculum design project	20%
Active participation in ongoing design/ Implementation/evaluation/ focus groups	40%

Educational and Instructional Modalities – clinical credit.

Modality	Percentage
Asynchronous learning and reflection and portfolio completion	20-30%
Active participation in student-led clinics	70-80%

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. Starting in the spring of 2023, a priority will be helping with the ramp up of five student-led clinics as a required part of the new **MD** Program. Students in this course wanting to received clinical credit are expected to participate in and reflect upon a sufficient number of half-day clinical sessions at one or more clinic to merit the desired amount of credit.

Students in this course wanting non-clinical credit 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 **MD** Program planning/MedEdMorphosis processes and outcomes. These activities will vary depending upon current priorities 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 for non-clinical credit

	Weight	Must Pass/ Must Complete	Due Date
<u>Narrative Assessments</u>			
Review articles and write summaries	25%	Must complete 0.05 credit ~ 6 hours 1.0 credit ~ 12 hours	On or before April 17, 2024
Assignments and Must Complete Elements			

Attend and actively participate in focus groups and or MedEdMorphosis Team projects or evaluations	50%	Must complete 0.05 credit ~ 10 hours 1.0 credit ~ 20 hours	On or before April 17, 2024
Attend and participate in journal club/group meetings (preparation and participation)	15%	Must complete 0.05 credit ~ 4 hours 1.0 credit ~ 8 hours	On or before April 17, 2024
Attend check-in meeting at midway within the course	5%	Must complete	Mid-way
Document the levels of engagement and completion of requirements in the portfolio (see Appendix)	5%	Must complete	On or before April 17, 2024

*Alternative activities can be chosen with course director approval

Assessment & Grading for clinical credit

	Weight	Must Pass/ Must Complete	Due Date
<u>Narrative Assessments</u>			
Participate in clinic half day sessions	70-80%	Must complete 0.05 credit ~ 18 hours 1.0 credit ~ 35 hours	On or before April 17, 2024
Attend check-in meeting at midway within the course	5%	Must complete	Mid-way
Document the levels of engagement and completion of requirements in the portfolio (see Appendix)	20-25%	Must complete	On or before April 17, 2024

*Alternative activities can be chosen with course director approval

Grading System

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

PASS: A student who meets the expectations as described above and documents this achievement 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:

Number of and duration of activities needed will vary depending upon amount of credit requested. As a rule of thumb, expect ~20 hours of work for every 0.5 credit. See table above for details.

Course directors will review and give feedback on the portfolio and may require revision or further clarification.

Student Feedback

Providing feedback is an important aspect of our professionalism expectations, and helps with curriculum quality improvement. For each elective 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.

Portfolio template

Part1: Participation Record. Number of and duration of activities needed will vary depending upon amount of credit requested.

As a rule of thumb, expect ~20 hours of work for every .5 credit. Add or delete rows to each table as needed.

- For 0.5 credits: Document participation student-led clinics for approximately 18 hours, with an additional 2 hours spent reflecting upon the service-learning experiences and completing this portfolio.
- For 1 credit. Document participation student-led clinics for approximately 36 hours, with an additional 4 hours spent reflecting upon the service-learning experiences and completing this portfolio.

Attend and participate in student-led clinics (70-80% of grade)

Date	Duration	Clinic

Part 2: Reflection of learning related to objectives: Plan to spend up to 1 hour before submitting of your portfolio composing brief narratives regarding your learning related to each course objective: Consider concepts/principles you consider most important and why.

Objective	Personal Reflections about learning related to objective
1. Discuss the theory and principles which support service-learning in student-led clinics.	
2. Develop an awareness of leadership and organizational frameworks needed to address challenges with service-learning in student-led clinics.	
3. Actively contribute to the continuous improvement of student-led clinic service-learning.	

*A course director will provide either verbal or written feedback prior to awarding cred