HEALTH
UNIVERSITY OF UTAH

MD ID 7222: Students as Teachers Pathway 2

Approved:

Credit Hours: 0.5

Contact Information

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

Course Information

Brief Description of Course
The Students as Teachers Pathway 2 course will build upon knowledge gained in the Students as Teachers Pathway I course for first year medical students interested in participating in the Students as Teachers (SaT) Pathway. The course will provide a foundation in topics including: creating a positive learning climate, creating goals and objectives, basics of lesson planning and implementing lesson plans & teaching sessions.

Course Objectives
As a result of successfully completing Students as Teachers Pathway 2, students will be able to:
1. Describe the characteristics of a positive learning climate.
2. Explain the concept of "backwards planning" and how to use this concept to drive lesson planning.
3. Describe basic lesson plan structure.
4. Write a lesson plan for a short teaching session with clear objectives .
5. Provide their peers with feedback on their lesson plans.

Course Format & Schedule

Timeline
Dates: 1/12/21; 2/09/21; 3/16/21; 4/13/21
Time: 10AM -12PM

Educational and Instructional Modalities

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

Session Titles and Objectives
Session 1: Creating a Positive Learning Climate
Objectives: At the end of the session, students will be able to:
- o Describe the importance of fostering a positive learning climate for learners.
- o Describe the characteristics of a positive learning climate.
- o Describe characteristics of a less-positive learning environment.
- o List examples of how to foster such a positive learning climate in the clinical setting (wait time, rephrasing questions, how to respond to errors).

Session 2: Before You Teach

HEALTH
UNIVERSITY OF UTAH

Objectives: At the end of the session, students will be able to:
- o Describe key traits of a good educator
- o Review personality 'types' using Myers-Briggs method
- o Discuss 4 recognized teaching styles
- o Discuss 7 types of teaching methods
- o Explain how learning goals differ from objectives.

Session 3: Teaching When You Have Time to Plan Ahead,
Objectives: At the end of the session, students will be able to:
- o Explain the concept of "backwards planning" (aka "beginning with the end in mind") and how to use this concept to drive lesson planning.
- o Write objectives for a teaching session that are clear, measurable and specific.
- o Plan a short lesson to teach their peers.

Session 4: Implementation of Lesson Plans/Teaching Practice
Objectives: At the end of the session, students will be able to:
- o Write a lesson plan for a short teaching session with clear objectives.
- o Implement the lesson plan for a group of their peers.
- o Provide feedback to peers on their teaching sessions.

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

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.	1/12/21 2/09/21 3/16/21 4/13/21
Creating a Positive Learning Climate	Must Complete	Assessment will be derived via group discussion and in-class interactive sessions illustrating positive learning climates.	
Teaching When you Have Time to Plan Ahead, Part 1	Must Complete	Students will propose and submit goals and objectives for a hypothetical teaching session.	
Teaching When you Have Time to Plan Ahead, Part 2	Must Complete	Assessment will be derived via group discussion and in-class interactive sessions illustrating lesson plan structure.	
Implementation of Lesson Plans/Teaching Practice	Must Complete	Students will be asked to develop and submit a teaching session and to write a lesson plan for that session with clear objectives. They will be provided with hypothetical teaching scenarios and examples of lesson plans/objectives. During class will break out into small groups to start this activity, and students will be provided with real-time feedback during development.	

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 Affair's 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.