

MS4 Medical Teaching

Course Directors: Matthew Fitz, M.D., Michael Koller, M.D., Patty McNally, Ed.D.

General Information:

Physicians teach many learners in their practice. Those learners include students, patients, nurses, and their medical colleagues.

- This elective will occur over the 9-month period of fourth year for two weeks elective credit
- Quarterly meetings to discuss medical education theory, methodology and practice will be required. **You will be expected to attend one out of every two sessions in the summer, fall, winter, and spring. While we hope you attend all four sessions, three will be required. The dates of these 1½-hour sessions beginning at 4:45 PM in Classroom 160 are:**
Summer: Mondays, July 27th or August 3, 2009;
Fall: Mondays, October 26th or November 2, 2009;
Winter: Mondays, January 25th or February 1, 2010;
Spring: Mondays, March 22nd or March 29, 2010.
- The opportunity to implement that knowledge will be in the form of a teaching practicum through the PCM2 small groups (minimum of five) and independent sessions with MS2s.
- The expectations are that formal teaching encounters will occur; a minimum of five lectures and five small group sessions (conducted on Tuesday afternoons) over the nine months. Expect to attend a minimum of two consecutive sessions at a time. Completion – online in your Student Portfolio – of one *Critique of Lecturer* form for each lecture attended and one *Preparation for Your PCM2 Small Group* form for each small group taught (total of five) will be required.
- The observation and critique of two teachers will be required as part of a role model exercise ([click here for a list of potential teacher models](#)). Completion – online in your Student Portfolio – of one *Critique of Teacher* form for each teacher observed (total of two) is required.

Competency-Based Goals and Outcome Objectives:

The Stritch School of Medicine offers an elective in Teaching in Medical School. This elective is an introduction to the concepts, methodologies and foundation for medical education, its role in the physicians practice, and its application to lifelong learning. Whether assuming a position as a medical educator or taking responsibility for one's own Continuing Medical Education, this elective will provide a sound foundation for academic excellence, research or scholarship.

Competency 1 – Knowledge:

- Identify adult learning theory and its application to academic medicine
- Demonstrate application of those theories through a teaching practicum at the community health location and/or in PCM2. Skills must be demonstrated through the teaching of:
 - History and Physical exams
 - Written record reviews
 - EKG and CXR interpretation
 - Oral presentations

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Competency 2 – Communication:

- Demonstrate group communication skills through their role as co-facilitator in PCM2 small group and peer presentations
- Demonstrate interpersonal communication skills in their patient counseling sessions, MS2 student feedback, and through mentoring roles they may assume as a result of their role in PCM2

Competency 3 – Professionalism:

- Work collaboratively with their students in PCM2, colleagues, and facilitators
- Demonstrate respect for their role as teacher by valuing the learner and the education profession

Competency 4 – Patient Care:

- Demonstrate their ability to teach patient assessment skills to students
- Demonstrate their ability to structure a safe learning environment where critical inquiry is encouraged and embraced

Competency 5 – Lifelong Learning, Problem-Solving and Personal Growth:

- Demonstrate their ability to develop learning habits and strategies that will foster continuing development as physicians and learners
- Identifying and using educational materials that would support their role as a medical educator

Competency 6 – Social and Community Context of Healthcare:

- Recognize political and social issues that are pervasive in the current health care system.
- Describe and implement a plan to effectively address the cultural, racial and socio-economic barriers encountered when teaching patients or in the classroom setting.

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Assessment:

1. Reflection:

Maintain a teaching and learning log (online student portfolio) in which they will record:

- Their preparation for each teaching encounter
- The goal of each teaching activity
- Whether goal was achieved
- Recommendations for their improvement

2. Assessment:

- Assessment of the teaching techniques demonstrated by the teacher during observation by facilitator and/or course director and/or PCM student
- Direct faculty observation and formative/summative feedback will be provided on an ongoing basis by facilitator and/or course director and/or PCM student

3. Presentation:

- Demonstrate ability to teach patient procedures to learners