

# MS4 TEACHING ELECTIVE – MED 420

**Course Directors: Mary Boyle, M.D., Joshua Hopps, Ph.D.**

## General Information:

Physicians teach many learners in their practice. Those learners include students, patients, nurses, and their medical colleagues. It is the goal of this elective that students shall learn teaching methods that will help them to excel as teachers in the medical environment.

- This elective will occur over a 9-month period (7/1/17 – 5/1/18) of fourth year of medical school for two weeks of elective credit.
- Communication regarding this elective is done via e-mail, which should be checked daily.
- Four didactic sessions, scheduled quarterly, are held to discuss medical education theory, methodology and practice. While we hope students attend all four sessions, three will be required. Each of the four didactic sessions is repeated to provide greater opportunity for all M4s taking the elective to attend any given session. **You must attend one session in the first semester.** Four didactic sessions, scheduled quarterly, are held to discuss medical education theory, methodology and practice.

Sessions are held on Tuesdays, are 1 <sup>3</sup>/<sub>4</sub> hours, begin at 4:45 pm, Classroom 160 at SSOM:

**Summer: July 25<sup>th</sup> or August 1, 2017**  
**Fall: October 24<sup>th</sup> or Monday, October 30, 2017 (Rm. 150)**  
**Winter: January 23<sup>rd</sup> or January 30, 2018**  
**Spring: March 13<sup>th</sup> or March 20, 2018**

## TEACHING REQUIREMENTS

The opportunity to implement that knowledge will be in the form of a teaching practicum through one of three tracks:

Each student will teach a minimum of 7 sessions total as follows:

### **1. Small Group Session Track (Track A):**

~ 6 PCM2 small groups plus 1 alternate session\* OR

~ 5 PCM2 small groups plus 2 alternate sessions\*

**M4's must complete a minimum of two small groups in the first semester.**

*Note: In general only 1-2 M4s per small group is allowed unless otherwise noted: The following are special small group sessions for PCM2 in which **additional** M4s are needed:*

- Careers day: Multiple M4s
- Dr. Orland session on the Difficult Patient Scenario, this day now includes small group, there is no longer a panel in class. Each small group should have a minimum two students per small group for this session, preference of three.

OR

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### 2. “Step 1 Stritch” Tutoring Sessions Track (Track B):

~ 5-6 Step 1 tutoring sessions plus 1-2 small group or alternate sessions\*—to be determined by discussion with Dr. Hopps.

OR

3. A Major Special Project (Track C): In place of the tracks mentioned above, a larger and more time intensive major project that is creative, innovative and involves some interactive group teaching and a follow up reflection will be considered for approval by Course Directors of this teaching elective to fulfill the requirements of the elective.

### **\*Alternate sessions for either Tracks A or B may include the following:**

1. Create a five minute module focused on teaching a specific physical exam skill, EKG or CXR topic. Ideas must be submitted by September 30, 2018 for approval. The idea must be submitted *by email* to both Dr. Hopps and Dr. Boyle for prior approval.

Modules, upon completion, should be submitted to the Loyola online “Box” site and will be due by the final didactic session in March of 2018. <https://luc.account.box.com/login>

2. Tutor through ACE: a tutoring session may be developed to assist a particular student’s or small group of students’ needs, such as oral presentation skills.

3. Workshop Assistance: Prepare for and assist at a variety of workshops such as the Breast workshop (9 students, 3 per day), Fundoscopic and ENT skill sessions, other sessions as the need arises. The Ultrasound Workshop is also an option if the M4 has completed the Ultrasound Elective AND is recommended by the Ultrasound Elective Course Director.

4. **Create a set of 3-4 exam questions** for two separate sessions. You will learn a little about creating board style questions in the process. This will require you to attend the lectures and then create questions that capture the content and important ideas. If interested, let us know and we will provide you with some guidelines on how to write the questions. Since the questions may be used in the future for practice, small group sessions, etc. we will have you sign up for lectures so not everyone does the same one.

5. **Neurology Session and OSCE:** Students meet with Neurology Attendings ahead of time for a “Train the trainer” session on how to best teach and assess the M2 on the Neurology exam, must be teach at the Neurology small group session, AND must be an examiner for the Neuro OSCE. N.B. ALL THREE SESSIONS—training, small group and OSCE are required and if all are completed, 3 session credits are given. The training date will be planned amongst participants, the small group is January 24 AND

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the OSCE is January 23rd. (This is available to any student but may be ideal for those interested in Neurology.)

6. Bedside teaching 1-2 students at a time with an M4 at the bedside of a real patient. The M4 teaches interesting or classic historical or physical exam findings. This option should ideally incorporate directly observing the M2 do a very brief, focused history and exam, instruction on skills by the M4 at the bedside and then further review and instruction by the M4 away from the bedside. One to two hours of time should be devoted. (Permission from the patient's attending physician and patients themselves is required first.)

7. At times, PCM1 also needs assistance in their activities or students need tutoring for a particular skill set. The Course Directors for PCM1 will notify us of their needs or a student may inquire directly if they have a specific idea for PCM1.

8. Harvey Session: Work with small group (4 or less students) reviewing heart sounds, associated pulses for particular cardiac disorder. Must review Harvey use and care with Dr. Boyle or designate prior to this workshop.

There are other potential sessions, please contact the Course Directors to discuss and plan.

### **Written Course Components:**

The student will be required to submit on the Student Portfolio:

1. A Teaching and Learning Plan due by August 15, 2017.
2. A final reflection paper on their teaching experience and evaluation of their learning plan by the final didactic session of the academic year. Students will read and comment upon each other's reflective process for the final reflection.

### **Some things to note:**

A student may attend PCM2 one time during each of your subinternships. (Once only during the ICU sub-internship and once only during the floor sub-internship)

A student may NOT leave the Emergency Medicine Clerkship to teach in PCM 2 unless you specifically receive permission from the Clerkship Directors arranged well ahead of time, before schedules are made.

Once the class roster is complete, a google doc will be sent to all M4's asking for your small group teaching availability. You will then be assigned to teach based on your availability. PLEASE NOTE: You may be assigned to different small groups based on need.

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If a student is on call on a Monday, they should NOT attend PCM2 small group. The student should go home.

The student will ask permission from an elective clerkship director to attend PCM2 small group sessions. Do not assume PCM2 small group teaching supersedes any elective requirements. Ask EARLY!

When possible, if you are working with another M4 in the same small group on the same day, try to coordinate your plans on how the small group will run. You should also notify the facilitators of your plans.

### **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: Knowledge**

Define adult learning theory and its application to academic medicine

Demonstrate application of those theories through a teaching practicum in PCM2. Skills must be demonstrated through the teaching of:

- History and Physical examination skills
- Written record review
- EKG and CXR interpretation
- Oral presentation
- Patient care topics
- Topics on M2 education and training interests, such as career selection, residency application and the Match

Demonstrate application of those theories through teaching material relevant to preparing for Board examination.

Demonstrate ability to structure a safe learning environment where critical inquiry is encouraged and embraced.

#### **Competency: Communication:**

Demonstrate group communication skills through role as co-facilitator in PCM2 small group and peer presentations, or by leading small group sessions for Board Prep examinations, or in tutoring students in small groups.

Demonstrate interpersonal communication skills, through providing MS2 student feedback, and through mentoring roles assumed as a result of role in PCM2

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### Competency: Professionalism:

Work collaboratively with students in PCM2, colleagues, and facilitators  
Turn in all reflections and complete all course requirements on time

### Competency: Lifelong Learning, Problem-Solving and Personal Growth:

Identify and use educational materials that would support role as a medical educator

### Assessment:

This teaching elective is pass/fail.

To pass, all requirements must be met and completed in a timely fashion. Completion of activities should be done in such a way that it demonstrates the student was prepared for teaching sessions and performed all activities in a professional manner.

PCM2 facilitators may offer feedback on teaching after small group.

Regarding reflections:

Students will enter:

1. A Teaching and Learning Plan by August 15, 2017
2. The final reflection is due by the final Didactic Session – March 21, 2018

Students will maintain a log of each activity, the planning done prior to the activity, if and how well goals were achieved, etc. PLUS any comments they receive from students and faculty.

- Use this log to help write the final reflection.
- Both the plan and reflection papers will be entered into the online portfolio.