

Phase 1 Elective Description

Campus: All

Department: INMED

Elective Title: Inclusive Teaching and Classroom Instruction in Med Prep I **Course #:** MED 9601-09
& Inclusive Teaching and Classroom Instruction in Med Prep II **Course #:** MED 9601-12

Location of Elective: Main Campus SMHS

Other Phases That Can Enroll: X Phase 2
X Phase 3

Preceptor(s): Kathleen Fredericks, MEd; Yvette LaPierre, PhD

Phase 1 Period(s) Offered: X Summer-I X Summer-II

Number of students per period: Maximum 10 **Elective Length:** 4 weeks X 8 weeks

Course Prerequisites: Good MCAT performance

Estimated # of Hours Required:

Face-to-Face/Zoom 2-4/day Independent/Asynchronous 1-3/day

Will any Face-to-Face/Zoom hours occur on Weekends?

Yes No X

Will any Face-to-Face/Zoom hours occur on after 5pm?

Yes No X

Purpose: To provide an introduction to the fundamentals of adult learning and curriculum development with an emphasis on cultural responsiveness, inclusive teaching, and inclusive classroom practices in the application to teaching skills and preparation as a future physician-educator.

Objectives: Following successful completion of this elective, the student will be able to:

1. Explain the main theories and practices of andragogy, learner-centered teaching, and culturally responsive and inclusive instruction (competency 1.8).
2. Apply the principles and practices of adult learning, learner-centered teaching, and culturally responsive instruction to Med Prep course design and instruction (competency 1.8, 4.5).
3. Apply learner-centered and culturally appropriate teaching strategies in delivery of lectures, small group sessions, and individual sessions (competency 1.8, 4.5, 5.1, 5.4, 5.8).
4. Formulate appropriate learning objectives and align instructional activities to those objectives in course design (competency 1.8).
5. Teach biology, general chemistry, organic chemistry, biochemistry, physics/math, behavioral science, and critical analysis and reasoning to students preparing to take the MCAT (competency 1.8, 4.5).
6. Provide effective constructive feedback (verbal and written) to students and medical student instructors (competency 5.1, 5.8).
7. Choose to be an effective role model to pre-med students (competency 5.4, 8.6).
8. Choose to function professionally and effectively as part of a pre-med educational team (competency 4.3).

Instructional Activities: During this elective, the student will be involved in/experience:

1. Group project to design summer Med Prep course to prepare American Indian and Alaska Native students to take the MCAT and apply to medical school.
2. Co-teach the Med Prep course they designed, including preparing and delivering lectures, small group discussions and activities, and one-on-one tutoring sessions.
3. Organize and schedule ancillary activities, such as guest speakers, student panels, and mock interviews.
4. Administer and review MCAT practice tests.
5. Review students' practice test results and provide feedback and direction for improvement.
6. Provide mentorship and facilitate an active and supportive learning community.
7. Observe a peer(s) teaching and provide written feedback.
8. Prepare final evaluation of learning outcomes for each student.
9. Design and administer course evaluation and compile results for final course report.
10. Conduct a discussion on assigned education journal articles relating to medical education.
11. Write final teaching reflection paper.

Grading for this elective is Satisfactory/Unsatisfactory.

Criteria for Grading: During and following this elective, the preceptor will:

1. Utilize the standardized UND SMHS phase I elective evaluation form.
2. Monitor the progress and evaluate the performance of student instructors based on direct observation, review of written work and oral presentations, and review of peer and student feedback on the medical student's:
 - Demonstrated professional and leadership skills in interactions with students. (Objective 2, 3)
 - Ability to work in a professional team environment. (Objective 6, 7)
 - Participation in and preparation for planning and progress meetings. (Objective 2, Objective 7)
 - Contribution to design, development, and delivery of Med Prep curriculum. (Objective 2, 3, 4)
 - Understanding and application of the basic principles of adult learning theory, learner-centered teaching, and culturally appropriate instructional approaches. (Objective 1, 5)
 - Ability to provide effective feedback and mentoring to pre-med students. (Objective 6)
 - Completion and submission of final course report and reflective paper. (Objective 1, 2)