

Phase 1 Elective Description

Campus: Northeast (Grand Forks)

Elective/Experience Title: Introduction to Medical Education

Location of Elective: SMHS - Grand Forks, ND

Department: Interdisciplinary

Course Number: MED 9601-06

Preceptor(s): Richard Van Eck, PhD; Adrienne Salentiny, PhD; Jon Allen, MD; Kurt Borg, PhD; Patrick Carr, PhD; Devendra Pant, MD; Susan Zelewski, MD

Period(s) Offered: Scheduled Elective Periods

Number of students per period: 10

Elective Length in weeks: Varies with scheduled elective period: 2 or 4 weeks (June/July); may only be taken once in Phase 1.

Course Prerequisites: None

Curriculum Phase(s): 1

Estimated # of Hours Required:

Face-to-Face/Zoom: 4 / 8 hours Independent/Asynchronous: 10 / 20 hours

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 professional learning, an opportunity to apply and improve teaching, curriculum design, and evaluation skills in a medical setting, and preparation as a future physician-educator.

Goal: To provide an opportunity to phase 1 medical students to develop skills in curriculum design, evaluation, and teaching skills (e.g., facilitating small group learning, conducting clinical skills practice, facilitating simulation-based learning, and developing test items to assess student learning). The student will gain these skills by working on a mini-project related to current efforts at improving quality of the medical education program at the School of Medicine and Health Sciences. As a 'novice teacher', the Phase I student will work in a professional team and dynamic milieu of clinical teachers, basic scientists, educators, other health professionals, staff and students.

Objectives: Following successful completion of this elective, the student will be able to complete some, but not all, objectives from the following list:

1. Specify outcomes for medical course and session objectives (1.4, 1.7, 5.7, 8.6)
2. Classify course and session objectives (1.4, 1.7, 5.7, 8.6)
3. Generate evidence-based three-component Magerian objectives according to the approved format for the medical curriculum (1.4, 1.7, 5.7, 8.6)
4. "Tag" events in the medical curriculum using evidence-based tool and processes (1.4, 1.5, 1.7, 5.7, 8.6)
5. Generate and interpret curriculum phase 1 database reports suitable for meeting the needs of the curriculum evaluation management system (1.3, 1.4, 1.7, 5.7, 8.6)

6. Describe the terms competence, milestones, and entrustable professional activities (EPA) in the context of continuous growth and progress of a medical professional trainee. (1.1, 1.2, 1.3, 1.4)
7. Apply micro-teaching skills in delivery of lectures and while conducting small group discussion sessions. (1.8, 4.2, 4.5, 5.7)
8. Critique research data from a peer reviewed academic medical education journal. (1.7, 1.9, 5.7)
9. Apply the concepts of reliability, validity, difficulty index, and discriminatory index while designing test items. (1.6, 1.7)
10. Demonstrate ability to be an effective role model to students in the pre-clerkship phase of the MD program (5.1, 5.7, 8.6)
11. Demonstrate ability to function professionally and effectively in an interprofessional team of scientists, clinicians, educators, and other health professionals. (5.1, 7.2, 8.6)

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

1. View training materials on outcomes, and objectives and apply them to existing outcomes and objectives
2. Assist faculty in generating objectives in approved formats
3. Work with faculty and librarians to apply the Controlled Vocabulary List to curriculum events in Phase 1, 2, and 3
4. Work with the curriculum database manager to generate and interpret curriculum reports suitable for evaluation purposes.
5. Reviewing, or critiquing cases for the PCL, SIM lab or for the Clinical Skills Assessment (CSA) exam
6. Helping to write MCQ items for curriculum they have already encountered, based on the National Board of Medical Examiners (NBME) standards for question design.
7. Working with PCL and IPC directors in reviewing and writing case exams for cases they have already completed.
8. Presenting a lecture on an academically and clinically relevant topic to medical students. (The topic must be related to the UNDSMHS' MD program: its mission, program domains and course objectives.)
9. Conducting a discussion on a medical education journal article from a peer reviewed scientific or scholarly journal (e.g., *Academic Medicine*, *Medical Teacher*, *Medical Education* etc.)
10. Attending, ER journal club meeting, Dean's hour meeting
11. Attending Unit Design team meetings for Units they have already completed and Medical Education Curriculum meetings.
12. Working on 'miniproject' related to course/curriculum review, review of inventories, evaluation tools, (or development of new cases for the PCL or SIM sessions.)
13. Participating as an "intern" on the academic faculty staff (which requires daily presence on campus for completion of duties).

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

1. The final grading of the senior medical student will be carried out by the Director of the Medical Education Elective Course. The evaluation will be based on the reports submitted by the respective faculty teachers, preceptors, or facilitators on the performance of the individual student.

The Med Ed elective student will work under the supervision of the respective faculty teachers, preceptors or facilitators. While working with the student, the respective faculty teacher, preceptor, or facilitator will monitor the progress and evaluate the performance of individual student based on direct observation, review of written work and oral presentations on the following criteria:

The medical student's:

1. Presentation and meeting participation. (objective 6, 13)
2. Contribution to writing or critiquing MCQs, test cases, or the cases-of-the-week. (objective 5, 11)
3. Understanding the basic principles of adult learning theory, objectives, assessment and evaluation, and the current trends in Medical Education. (objective 1, 2, 3, 4, 9)
4. Ability to work in a professional team environment (Objective 13)
5. Completion and submission of journal article review and mini project work on time (objective 7, 13)

For the preparation of the final grading of the student, the Director of the Medical Education Elective Course will utilize the standardized UNDSMHS Phase I elective evaluation form.

Grading for this elective is Satisfactory/Unsatisfactory. Students who receive an unsatisfactory grade for the elective will be required to remediate the elective as per criteria set forth by the elective director(s) and in consultation with Assistant Dean for Medical Education.