

Title of Clerkship: Teaching Elective

Elective Year(s): Fourth Year Elective-Longitudinal

Department: Medical Education

Type of Elective: Clinical Non-Clinical/Research X Basic Science

Clerkship Site: University of Toledo Health Science Campus

Course Number: MDED 702

Blocks Available: All semesters

Number of Students/ Block: 4 or permission of instructor

Faculty Coral D. Matus, MD, FAAFP

Elective Description/ Requirements: This longitudinal course provides medical students with the opportunity to teach M1, M2, and/or M3 students. The student completing the elective will develop teaching skills, advance their medical and educational knowledge, and learn about different pedagogical approaches to teaching learners at different levels. Students completing this elective will collaborate with faculty to identify areas that would advance M1, M2 and/or M3 student knowledge; they will then develop instructional plans and effectively teach M1, M2, and/or M3 students. In addition, students will complete required reading related to educational topics, theory, and/or methods.

Students may have the opportunity to attend medical education or related conferences. They may also have the opportunity to present an educational related topic agreed upon on by the student and faculty.

Students will be required to complete 80 hours of educational time in order to complete the requirements for the rotation. (See attached table)

*Required hours can be completed throughout the clinical years, as approved by the faculty advisor, but must be completed by the end of the scheduled course. Students may not miss required activities or components of other rotations in order to complete these requirements.

Length of Clerkship: 2 weeks

Links to Core Competencies: Educational Course Objectives:
At the end of this longitudinal elective the student will be able to:

PBL-6 1. Prepare instructional materials, including podcasts, digital media, and/ or learning modules, to teach key concepts to M1, M2, and M3 students, meeting

	ongoing curricular needs.
PC-2, PBL-6	2. Teach physical examination skills in the Hillebrand clinical skills center to M1 and M2 students.
PBL-6	3. Write session objectives using Bloom's taxonomy which reflect the desired outcomes for the education sessions.
PBL-6	4. Develop NBME-quality multiple choice type assessment items which can be used for review and assessment of a given topic.
PBL-6	5. Demonstrate the ability to answer questions in a manner that enhances learner understanding
Required Elements	<p>Students completing the Clinical Teaching Elective must complete at least 3 key tasks (see table below):</p> <ol style="list-style-type: none"> 1) The student completing the elective should develop the ability to write NBME-style questions that assess content/concepts that could reasonably be expected to be assessed on NBME examinations. <ol style="list-style-type: none"> a) Creation of such questions could be achieved by analyzing the NBME Content Outline and/or collaboration with faculty. 2) The student completing the elective should gain experience providing clinical instruction to M1, M2, and/or M3 students. <ol style="list-style-type: none"> a) Clinical teaching is a crucial component of medical education and providing medical students with earlier and more frequent opportunities for clinical teaching would allow them to develop this important academic and professional skill. 3) The student completing the elective should develop the ability to clearly and effectively convey medical knowledge through the creation of a podcast or learning module <ol style="list-style-type: none"> a) This requires planning, organization, and alignment of instruction with UTCOM and NBME academic standards.
Professionalism:	UT/COM students will meet or exceed the institutional standards for professionalism as stated in the current Educational Program Objectives and the current Educational Course Objectives for the Sponsoring Department.
Instructional Methods:	<ol style="list-style-type: none"> 1. Self-directed learning about pertinent topics in order to produce appropriate educational materials 2. Mentorship-Meet with faculty to identify pertinent topics to be presented.
Evaluation Methods:	<ol style="list-style-type: none"> 1. Evaluation by faculty of educational materials produced by student 2. Evaluation by faculty of assessment items produced by student 3. Peer evaluations of student led sessions

Prerequisites: Completion of third year required clerkships or consent of instructor

Clerkship Director: Coral D. Matus, MD, FAAFP

Clerkship

Coordinator: Saraya Parnell

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Special Requirements: None

Instructional hours (to complete requirements) *Required Elements	
*Produce podcast, digital media, or learning module on topic to enrich learning of students	4 hours
*Facilitate physical examination session in Hillebrand	6 hours (2 hours preparation; 4 hours in Hillebrand)
*Produce 10 NBME-quality assessment items	4 hours
Participate in TBL session	5 hours (1 hour preparation; 4 hours in class)
Tutoring through AEC	Hour for hour credit
Organize review session (prior to system exam)	2 hours (1 hour preparation; 1 hour in class)
Other activities approved by faculty	Based on hours spent producing and completing activity

Resources:

<https://www.nbme.org/publications/item-writing-manual.html>

<https://www.mededportal.org/publication/10001/>