

MS4 TEACHING ELECTIVE – MED 420

Course Directors:

Mary Boyle, MD, and Jacqueline Dziedzic, DO, PCM2 and general requirements oversight.

- Kevin Brown, MD; Surgery Clerkship Director, Surgery Clerkship Orientation session oversight.
- Abigail Winder, MD, OB-GYNE Clerkship Director, Obstetrics- Gynecology Orientation session oversight.

Elective Course Coordinator: Alison Chastain

Surgery Clerkship Coordinator: Renata Barylowski

Ob-Gyne Clerkship Coordinator: Natalie Hiller

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 physician's 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 foundation for academic excellence and scholarship.

Competency: Knowledge

Define adult learning theory and its application to academic medicine.

Demonstrate application of those theories through a teaching practicum with Preclerkship students in Patient Centered Medicine Course, and students rotating in the Obstetrics and Gynecology (Ob-Gyne) Clerkship and the Surgery Clerkship.

Skills shall be demonstrated through the teaching and/or assessment of:

- History and Physical examination skills
- Written record (charting skills) review
- EKG and CXR interpretation
- Oral presentation skills
- Procedural skills
- Case Review

Demonstrate application of theories by 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 or teaching on the wards, or as an instructor at skills training sessions on the Ob-Gyne and Surgery clerkships.

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

Competency: Professionalism:

Arrive prepared & work collaboratively with students in PCM2, colleagues, and facilitators.

Acknowledge and accept feedback and demonstrate application of feedback on teaching methods.

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 the role of medical educator.

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 during the fourth year of medical school for one week of elective credit. Requirements must be fulfilled as an M4 in the current academic year during which the M4 is enrolled in this teaching elective.
- Communication regarding this elective is done primarily via e-mail, which should be checked daily.

DIDACTIC SESSIONS:

Periodic didactic sessions are held to discuss medical education theory, methodology, and/or practice.

Students are welcome to attend all sessions; however, three are required.

Note that to be able to attend 3 of the 4 didactic sessions, you must be able to attend either the summer or fall session.

Sessions are typically 1.5 hour zoom meetings. They typically begin at 6 pm and are remote. These are discussion sessions and active participation is requested; when remote, students should have video on.

AY 2025-2026 tentative dates, pending speaker availability

- o May 13, 2025
- o August 20, 2025
- o November 12, 2025
- o February 4, 2025

ASSESSMENT: This teaching elective is pass/fail.

To pass, all requirements must be met and completed in a timely fashion. Completion of activities should demonstrate the student is prepared to teach at sessions and performs all activities in a professional manner. PCM facilitators may offer formative feedback on teaching after small group. Other evaluators/faculty/residents and course directors may offer additional formative feedback.

TEACHING REQUIREMENTS

The opportunity to implement teaching skills will be in the form of a teaching practicum. All students must **plan ahead** and be able to teach 6 sessions:

4 PCM2 sessions, 1 Ob-Gyne session, 1 Surgery session.

1. Be aware that required M4 clerkships may have activities that take precedence over this elective, and the M4 must ask permission of the clerkship director early in the rotation to participate in the teaching activities. Teaching sessions do not supersede any of the other M4 elective requirements.
2. If a student is on call on a Monday prior to a session, you may not attend the teaching session. The student must follow work hour restrictions as per school policy.
3. For the Emergency Medicine clerkship: M4s may not participate in sessions during their Emergency Medicine Clerkship unless cleared by the clerkship directors. Tuesdays are EM clerkship's educational day. Note also the M4 may **not** switch shifts to teach for this teaching elective.
4. M4s may only participate in one teaching session during a Sub I ICU rotation and only once during the Sub I floor rotation.

Please note that any teaching sessions or activities you complete for another elective/clerkship requirements or for credit for participation in an extracurricular activity do not count toward this elective and vice versa. Alternate sessions for small groups, other than those mentioned here, will be considered for extenuating circumstances and only with approval from the course directors.

Additional details regarding sessions:

A google doc will be available to M4's asking for sign up/availability to teach.

NOTE: Assignments to teach small groups in PCM2 are based on M4 availability. M4s may be assigned to different small groups based on the needs of the small groups.

Types of teaching activities:

o Typical activities in PCM include small group activities, workshops, or mastery sessions. History taking, physical examination steps, review of oral presentations, EKGs and CXRs.

o Ultrasound workshops: An option for those M4s who have completed the Point of Care Ultrasound Elective and are recommended by the Point of Care Ultrasound Elective Course

Director. To clarify, this should be a PCM2 Ultrasound Workshop. Only 1 may count for credit for this elective.

o the OB-Gyne and Surgery Clerkships teaching may include procedural skills, preparing to be in the operating room, and case reviews.

Preparing for teaching:

You will generally receive information by email regarding the content of a session and how to prepare. Also refer to the course website and the PCM2 M2 course calendar to read further on the objectives, session activities, and student preparation.

Note, facilitator/co-facilitators (M4s) material provided to you may not be shared with M2s. (examples are guidelines, answer keys, power points, etc.).

ALL INFORMATION ABOUT SPECIFIC M2s or M3s you are teaching regarding their skills/knowledge/grading etc. should be considered confidential and not to be shared, honoring the privacy of those students.

WRITTEN COMPONENT (Required):

Reflect on each teaching session: Keep a log of teaching sessions. Briefly describe what went well, challenges, and possible changes for future sessions. Submit a final teaching reflection after completing required teaching. *Use the log to make it easier for you to recall events.* Turn in the final reflection form onto Sakai. Both forms can be found on the course website.

Formative Evaluations:

- A. Be sure to get feedback during your teaching sessions. In PCM2 sessions, formative assessment forms for PCM2 small group sessions will be available to PCM2 faculty and M2s in the small group yellow folder and is usually distributed by the small group representative, but you can remind them. They are returned directly to us in the yellow folder. Students/faculty will fill out a form and may hand it to you in small group for review; it goes back in the yellow folder. If you miss seeing it, Alison can forward you a copy.
- B. When you are teaching at an OB-GYNE or Surgery session, **bring along a copy of the formative assessment form or use a digital version when you go. Have the attending or resident faculty there fill it out and then return a copy to the respective coordinator. That will serve as your attendance record for those sessions.**

Session	Number of Sessions (minimum)	Estimated time per session (hours)	~Total time per type of session (hours)	Comments
Didactic	3	1.5	4.5	
Surgery Skills	1	3	3	Plus prep time
OB-Gyne Skills	1	3	3	Plus prep time

PCM2 Skills	4	2	8	Plus prep time; August through Feb.
Reflection		1	1	Log each event, enter one final reflection