

610A CF Teaching Course

1. Course Director, Coordinator and General Administrative Information

FACULTY AND STAFF

Name	Office Location	Phone	Email
Co-director: Alisa Wray, MD, MAED	MedEd 2100A	760-613-913	awray@hs.uci.edu
Co-director: Ariana Nelson, MD	MedED 836		arianamn@hs.uci.edu

COURSE DESCRIPTION

Clinical Foundations Student Medical Education Teaching Course is a longitudinal educational experience for fourth year medical students. The course is designed for those students who are interested in a career in medical education. The primary goal is to train and develop the next generation of medical education teachers and prepare the students to be resident teachers. The goals of the course are to introduce MS4 students to educational theory, medical education, integration of basic sciences into clinical sciences, develop skills needed to be simulation educators, ultrasound educators and small group leaders during clinical skills sessions and team-based learning sessions. MS4 will participate in both education sessions to develop their skills and conduct mentored teaching sessions with MS1, MS2, and MS3 students. Students will be encouraged to further develop their skills by working with faculty to develop and refine session materials for simulation, standardized patient and team-based learning sessions.

The overall course will consist of approximately 120 hours of coursework which will consist of mandatory educational sessions, mentored teaching sessions and a mentored academic project. Students will receive 4 weeks of elective clinical credit for this course.

Students who wish to participate in this should reach out to Drs. Wray and Nelson for approval—it is recommended that they include a copy of their CV, a letter of intent and one letter of recommendation.

iTEACH INTEGRATION

This course will occur during the MS4 year, students will participate in online and in person educational sessions utilizing the UCI SOM iPad and iTEACH curriculum.

AUDIENCE

This course is intended for fourth-year students enrolled in the undergraduate medical education program at University of California, Irvine School of Medicine (UCISOM).

COURSE DIRECTOR

Dr. Wray has worked in higher education since 2015, beginning her academic career as the second Multimedia and Instructional Design fellow under Dr. Warren Wiechmann and Dr. Megan Osborn at UC Irvine. She completed a master's in Education, Multimedia and Instructional Design through Cal Poly Pomona. She is currently the UCI Emergency Medicine Associate Program Director and Resident Simulation Director, as well as the UCI SOM Director of Clinical Skills Assessment. Her interests include medical student education, simulation, and technologies in education. Dr. Wray has spoken at many national conferences on educational theory, technology in medical education and simulation. Outside of medicine she enjoys aerial acrobatics and puppy dogs.

Dr. Ariana Nelson is an Associate Professor in the Department of Anesthesiology and Perioperative Care with fellowship training in Interventional Pain Management, which includes image-guided injections and several minimally invasive surgeries. She has been working in medical education since 2015, has served as a Dean's Scholar at the UCI SOM since 2018 and is currently pursuing a Master's in Education of Healthcare Professionals. Dr. Nelson's educational focus includes fostering effective communication skills in medical students and multi-faceted learning techniques to ensure proper retention by adult learners.

WHAT STUDENTS SHOULD DO TO PREPARE FOR THE COURSE

This course is designed to prepare students to be medical educators. To prepare for the course students should:

- Reflect on what made their Clinical foundations sessions with Dean's Scholars effective
- Reflect on teaching techniques they found beneficial and encouraged learning
- Think about aspects of clinical care that they were prepared and/or wish they had prior to starting clinical rotations
- Recall strong clinician teachers they encountered on their CF, PACE, and clinical rotations and what those educators did that made them strong teachers
- Consider reading through their clerkship comments- did anything particular stand out? What is something they think would benefit MS1s and MS2s knowing early in their clinical training.

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During the course students will have complete Learner Responsible Content (LRC), material that the students will be required to view or read prior to educational didactic and teaching sessions. Materials will be available via Canvas or by email prior to the start of the sessions. Students will be expected to have reviewed the material prior to the sessions so that they can fully participate.

COMMUNICATION WITH FACULTY

Questions about logistics should be directed to the Course Coordinator. Direct questions, comments, or concerns about the course can be directed to the Course Directors. Contact information and office location are at the beginning of this document.

The Course Directors are also available to meet in person. Please email Dr Alisa Wray at awray@hs.uci.edu or Dr Ariana Nelson at arianamn@hs.uci.edu or to arrange an appointment. To ensure that your email will not be lost in the large volume of email received, please use the following convention for the subject line:

SUBJECT: COURSE NAME, your last name, your issue (e.g. CFSDS, Smith, Request for appointment)

2. Course Objectives and Program Objective Mapping

The following are the learning objectives for the Medical Education Teaching Course. Students are expected to demonstrate proficiency in these areas in order to satisfactorily complete the course. In addition, the extent of a student's mastery of these objectives will help guide the course evaluation and grade.

Course Objective	Mapped UCI School of Medicine Program Objective	Sub Competency	Core Competency
Acquire an understanding of some of the most common problems seen by family physicians.	A-2. Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease	Disease Pathogenesis and Treatment	Knowledgeable
Understand fundamentals of clinical skills including clinical reasoning, team approach, and system-based approaches	A3. Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication and	Basic Clinical Skills	Knowledgeable

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	clinical reasoning processes		
Acquire ability to support medical student doctors in order to strengthen their interpersonal and communication skills in a clinical setting	<p>B1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment</p> <p>B2. The ability to competently perform a complete and organ-system-specific examination including a mental health status examination</p>	<p>Medical Interview</p> <p>Physical Exam</p>	Skillful
Enhance ability to teach in a clinician-teacher capacity. Preparing MS4s to be effective teachers in the clinical setting when they serve as residents.	<p>B6. The ability to function effectively within the context of complexity and uncertainty in medical care</p> <p>C1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations</p>	<p>Patient Management</p> <p>Professionalism</p> <p>Compassion</p>	<p>Skillful</p> <p>Altruistic</p>

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	C2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care		
Develop skills to lead and create SIM sessions that foster collaboration and critical thinking amongst learners	B1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment	Medical Interview	Skillful
	B2. The ability to competently perform a complete and organ-system-specific examination including a mental health status examination	Physical Exam	Skillful
	C1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations	Compassion	Altruistic
	C2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a	Compassion	Altruistic

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	<p>commitment to comprehensive, holistic medical care</p> <p>D1. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit</p>	Lifelong Learning	Dutiful
Develop skills to lead ultrasound teaching sessions that foster collaboration and critical thinking amongst learners	B2. The ability to competently perform a complete and organ-system-specific examination including a mental health status examination	Physical Exam	Skillful
	C1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations	Compassion	Altruistic
	C2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care	Compassion	Altruistic
	D1. A commitment to lifelong learning and independently seeking	Lifelong Learning	Dutiful

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	new knowledge and skills in their own recognized areas of learning deficit		
Understand fundamentals of teaching medical student learners in a variety of settings, virtual and in person	C1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations	Compassion	Altruistic
	C2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to	Compassion	Altruistic
	D1. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit	Lifelong Learning	Dutiful
	D2. A commitment to patient care and to the well-being of patients and colleagues	Patient Care	Dutiful
	D3. A commitment to serve our community	Community	Dutiful
	D4. A commitment to personal well-being and the well-being of family and friends	Personal Well-being	

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Revisit and build upon basic science knowledge and the intersection with clinical science for common medical conditions	<p>A1. Knowledge of the structure and function of the major organ systems, including the molecular, biochemical and cellular mechanisms for maintaining homeostasis</p> <p>A2. Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease</p> <p>A4. Knowledge of population health, epidemiology principles and the scientific basis of research methods relevant to healthcare</p>	<p>Struct and Function of Organ Systems</p> <p>Disease Pathogenesis and Treatment</p> <p>Population Health and Epidemiology</p>	Knowledgeable
Develop skills to provide medical student learners with constructive feedback on their skills	<p>D2. A commitment to patient care and to the well-being of patients and colleagues</p> <p>D3. A commitment to serve our community</p>	<p>Patient Care</p> <p>Community</p>	Dutiful

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Display a commitment to lifelong learning, a self-awareness of areas of deficit, the independent search of new knowledge and skills in order to provide optimal care to our community and to address the well-being of self and others.	D1. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit	Lifelong Learning	Dutiful
	D2. A commitment to patient care and to the well-being of patients and colleagues	Patient Care	
	D3. A commitment to serve our community	Community	
	D4. A commitment to personal well-being and the well-being of family and friends	Personal Well-being	

3. Course Resources

CANVAS COURSE ORGANIZATION

The course will be available on Canvas and will be organized in accordance to the UCI School of Medicine policy.

TEXTS AND READINGS: SUGGESTED

- Bickley, L., Bates' Guide to Physical Examination and History Taking. Eleventh Edition. Philadelphia: Lippincott Williams & Wilkins, 2013. Available on tablet/computer through the library.
- Bickley, L., Bates' Visual Guide to Physical Examination. Available on tablet/computer through the library.
- Additional reading materials and viewing materials will be uploaded throughout the year. Students will be notified by email/Canvas and weekly electronic newsletter of additional assignments.
 - Teaching Techniques Papers
 - Simulation Papers
 - Team Based Learning Papers

- CF Session checklists, cases, session powerpoints, TBLs, etc

4. Major Exams, Assignments and Grading

MANDATORY SESSIONS

- Student DS Education BootCamp
 - Teaching Techniques A ½ day
 - Teaching Techniques B ½ day
 - TBL Training Session ½ day
 - SIM Training Session ½ day
 - US Training Session ½ day
 - Standardized Patient Training Session ½ day
- Mid Course Eval/Check in Session
- End of Course Eval/Wrap up Session
- Teaching Sessions
 - Students will be required to attend teaching sessions throughout their MS4 year
 - These session will occur in person and on Zoom, the majority will occur on Tuesday and Thursdays from 1pm to 5pm

Dates of these sessions are TBD based on the CF1, CF2, CF3 and clinical schedules.

WEB-BASED NBME SHELF EXAM

There is no self exam for this course.

MAJOR ASSIGNMENTS AND EXAMS

- Students will be required to attend all mandatory Educational Bootcamp Sessions
- Students will be required to attend teaching sessions throughout their MS4 year, scheduling on their own per CF schedule
- Students will also be required to write or review one major teaching session--this can be a TBL, Standardized Patient Session, Simulation Case/Session, Lecture, etc or complete and educational research project. This project can be completed alone or in small groups.
 - Students will meet with course leadership to discuss their interests and to pick a project during the course with the ultimate goal of publication

THE GRADING SCALE

Medical Students are graded using the following scale: Honors (H), Pass (P), and Fail (F). or for the MS I courses Pass (P), and Fail (F).

Medical Student Grading Scale	What this means
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H	Exceptional performance – 107-120 points
P	Average score -- 84 -106 points
F	Unacceptable performance - you must pass all elements of the clerkship to receive a passing grade -- <84 points
I	Incomplete - all elements of the course have not been completed

For the assignment of grades, the average and distribution of scores of only the medical students will be used to establish the score range for each grade. The score of any medical students who has previously taken this Clerkship or any portion will not be included in the calculation of these statistics.

You have 30 days from the date of the grade to appeal any aspect of this grade. Please contact your Clerkship/course Director should you have any questions

GRADING

Final grades are comprised of attending all mandatory sessions and achieving a passing number of points.

The whole course will be worth 120 points (1 point per hour of course work)

Students can obtain points from the following ways:

- Educational Bootcamp worth a total of 24 points
- Academic Project worth a total of 32 points
- Educational Sessions ~12-16 sessions worth a total of 64 points
- Independent Study/Learning worth up to a total of 20 points

REMEDICATION

Remediation, if needed, will be designed by the Course Director to suit the issue at hand. This can include additional teaching sessions, additional educational activities.

INCOMPLETES

Students will not be issued a grade until all elements of the course have been completed.

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