

Capstone for Impact Submission | GY2019

Project Title: Near-Peer M2entor Video Series (Michigan Medical Educators Novel Teaching On-demand Resource)

Student Name(s): Salari, Sally

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Advisor Names(s): Dan Cronin

Branch: Procedure Based Care

Path of Excellence: Ethics

Handover/Transition:

If this project can be continued by another UMMS student, you may contact them at the following email address/phone number (N/A if project cannot be handed over): **salari.sally@gmail.com, croninda@med.umich.edu (we have already generated some interest from M3s and M2s)**

Summary:

Physicians are inherently educators—to their residents, medical students, and colleagues. However, physicians are rarely taught how to teach effectively. This has many consequences in medical education for trainees. If you ask any medical student, you will be sure to hear a wide spectrum of opinions on the quality of their learning experiences. By exposing students to disengaged teaching practices, this could dissuade students from learning about certain topics in medicine, or successful teaching habits when they become the teacher, thus causing a vicious cycle.

The purpose of this project was to create an easy-access, on-demand video series that has concise and high-yield videos to teach tangible skills and theories of education. This video series can be used both in undergraduate and graduate medical education. The video series is broken down into various mini-series or packages; core topics include: feedback, teaching scripts and chalk talks, preceptorship, effective presentations. Each package has an introductory video, core content videos, and a quick summary slide. This video series can be used to train individuals to teach prior to engaging with students.

Currently, our team is still in the phase of developing scripts for the videos and filming the packages. We have already begun to meet with medical education/administration stakeholders in an effort to create space for this teaching tool in the UMMS curriculum once the videos are completed. We will first launch this series within undergraduate medical education, targeting Branch students.

After assessing their feedback on the series and how it impacts their confidence in and ability to teach, we will expand this to other audiences, including graduate medical education. The overall goal of this project is to provide baseline training in how to teach for the next generation of physicians.

Methodology:

We took elements of existing courses, such as Dr. Caren Stalburg's medical education Coursera course and Dr. Dan Cronin's Empowering Educators course. We focused on high-yield, tangible skills for how to teach properly. We created different categories, or mini-series, such as effective feedback, teaching scripts and chalk talks, preceptorship, and presentation best practices. We have received a mini-grant of \$500 from the CRLT's Instructional Development Fund to help financially support the recording of this series.

Results/Conclusion:

We have met with several stakeholders in undergraduate and graduate medical education. We have received excellent support regarding both the video quality and the general structure of the video series (showcasing our "effective feedback" package). Upon finishing recording, we will begin to roll out the video series to senior medical students.

Reflection/Lessons Learned:

I have learned the value of never "dreaming too big." What I first thought might be a useful teaching tool at UMMS might very well become a nationally utilized resource. And what I thought might be used for several medical students in a teaching elective, might now be used by both medical students and residents.