A Medical Education Online Curriculum and Work-Based Assessment of Teaching Skills for Senior Medical Students

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RATIONALE / PURPOSE:

Many VP&S medical students express an interest in medical education as a career trajectory. Practice and education in this topic prior to this initiative is limited to involvement in educational scholarly research projects or volunteer peer teaching.

We seek to develop a senior medical students elective that would couple learning of educational theory with practice opportunities paired with feedback for growth and improvement.

DESCRIPTION OF THE INNOVATION:

- One-month Canvas-based elective course with a range of weekly **self-directed, interactive online modules.**
- Topics covered: educational theory, teaching skills, feedback and assessment, lesson planning, personal development, and reflection.
- **Students work asynchronously in teams that include faculty members and peers**, participating in discussion boards and completing individual assignments.
- Opportunities for practice thru **hands-on teaching experiences that are directly observed** by faculty members.
- **Immediate feedback** is provided through a work-based assessment (WBA) tool assessing learning climate, organization of teaching session, student understanding and retention, and feedback skills and includes a supervisory scale.

COURSEWORKS PAGE

WORK BASED ASSESSMENT TOOL (WBA)

IMPACT:

Sixteen senior students have taken the elective since implementation Feb 2021. **The WBA assessment tool has been utilized over 200 times** (Student Learner 144, Faculty 62) in the classroom, simulation center, and bedside patient care settings (59, 47 and 102 respectively) to provide feedback on teaching skills to senior students.

The online interactive asynchronous curriculum modules allow for s**elf-paced learning while still having active faculty and peer engagemen**t.

The WBA is a useful tool to ensure adequate feedback on the skills and attitudes necessary to be a successful educator. Junior students benefit greatly from near-peer teaching.
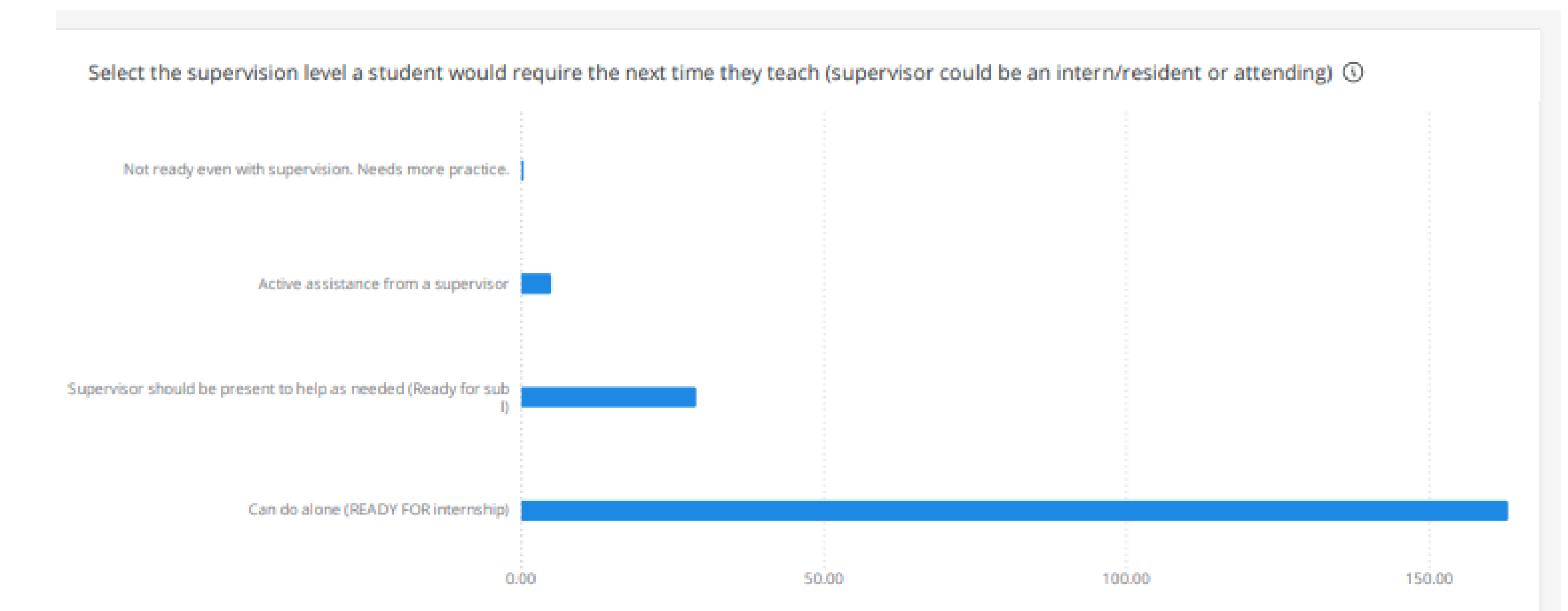
LESSONS LEARNED:

- A well designed interactive online curriculum can result in student engagement, more time to practice skills learned, and free faculty time for direct observations and feedback.
- Asynchronous online modules paired with WBAs allow students to learn about theory with immediate direct practice opportunities with feedback.
- Near peer teaching by senior medical students is an opportunity to further enhance undergraduate medical education in the teaching of clinical skills.

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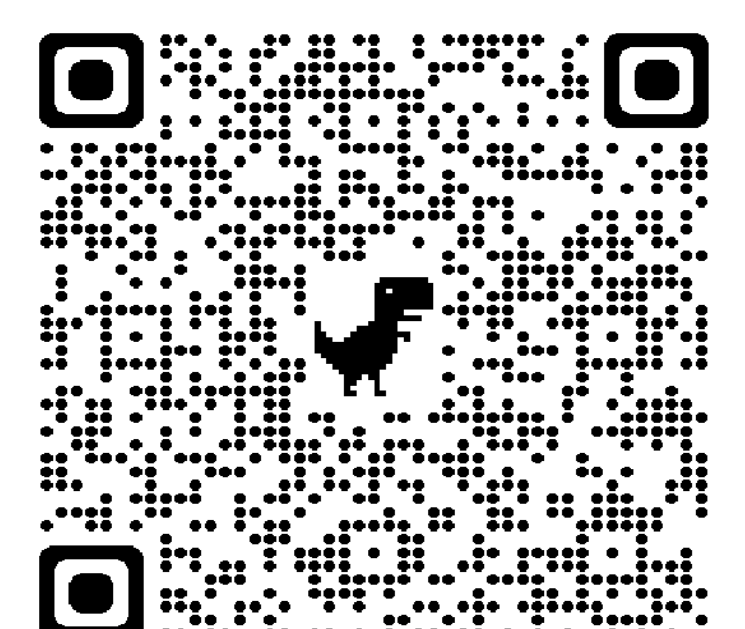
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FURTHER INFORMATION:

Link to the work-based assessment

https://cumc.co1.qualtrics.com/jf...