Are Our Students Teachers?

Joel Bradley  
*University of Massachusetts Medical School*

Melissa A. Fischer  
*University of Massachusetts Medical School*

Follow this and additional works at: [https://escholarship.umassmed.edu/ssp](https://escholarship.umassmed.edu/ssp)

Part of the [Life Sciences Commons](https://escholarship.umassmed.edu/life_sciences), and the [Medical Education Commons](https://escholarship.umassmed.edu/medical_education)

Repository Citation

[https://escholarship.umassmed.edu/ssp/121](https://escholarship.umassmed.edu/ssp/121)

This material is brought to you by eScholarship@UMMS. It has been accepted for inclusion in Senior Scholars Program by an authorized administrator of eScholarship@UMMS. For more information, please contact Lisa.Palmer@umassmed.edu.
Are Our Students Teachers?
Joel Bradley MS4, Melissa Fischer, M.D. M.Ed.
Office of Undergraduate Medical Education, University of Massachusetts Medical School, Worcester, Massachusetts

Background

Methods
- Literature Review: Student as Teacher (SAT), Resident as Teacher (RAT), Faculty Development.
- Institutional survey: Faculty course and clerkship directors & all currently enrolled students.
- [IRB: exemption not required]

Objectives
- Quantify peer and patient teaching opportunities at UMSMS.
- Describe faculty and student attitudes toward institution of a formal student teaching program.
- Report arguments for and against such a program, including barriers specific to UMSMS.
- Propose a blueprint for a course.

Results

- The LCEM does not require medical schools to introduce, refine, or test teaching skills, but it requires all residents to be "prepared for their roles in teaching and assessment."
- The ACGME requires all residents to teach formal teaching skills. UMSMS requires all students be prepared for "assuming the role of teacher."

- In 100% of medical schools, students teach. 44% of US schools have formal teaching programs.

- Teaching assistance for faculty & curricular development

- The HEALTH CARE SYSTEM

- What are the effects of unskilled & inexperienced teaching?
  - Quality of clinical training for residents and students
  - Lower quality physicians
  - Weak inter-professional exchange
  - Lost opportunity for collaboration

- Ineffective patient education
  - Poor patient care

Conclusions

- 1. There is solid faculty and student support for a student teaching course at UMSMS.
- 2. Students gradually become more comfortable as educators within the current system, but make only modest gains; current practice has no measure of efficacy.
- 3. Students in all class years perceived the value of learning and practicing teaching skills within the formal curriculum, but might not make time for it otherwise.
- 4. Are dramatic differences in student and faculty recognition of teaching as part of the professional role.
- 5. A teaching course may further increase medical students' self-reported teaching comfort - and teaching efficacy - to an extent that will impact the quality of institutional education and patient care over time.

A COURSE BLUEPRINT

UMMS students contribute to teaching at all levels of the formal and informal curriculum – but better definition, integration, and coordination is needed to improve these efforts.

GOAL: Use what we have, but add context; make it universal, longitudinal (but flexible), and relevant. Then, we must evaluate students for areas of improvement, and provide opportunities to practice & refine their skills.

YEAR 1 Introduction to the teaching role; small group preparation, learning & facilitation.
YEAR 2 Learning and teaching principles; giving case and topical presentations; introduction to the clinical & bedside teaching environment.
YEAR 3 Peer-peer observation of peer and patient education with formalized feedback – on wards; taped clinical presentations at the beginning & end of the third year.
YEAR 4 Experience preparing educational materials to conduct a session of student’s choice; incorporate feedback, re-teach with peer review.

Taped clinical presentation during sub-i – peer, patient, or both. OSTE – teaching skills exam prior to graduation. May use junior medical students as standardized patients.