Are Our Students Teachers?

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Background

Teaching courses have impact:
Improved teaching, learning communication & clinical skills
Professional & Leadership development
Increased awareness of teaching role and its delights and challenges
Teaching assistance for faculty & curricular development

Methods

Objective:
1. Quantify peer and patient teaching opportunities at UMMS.
2. Describe faculty and student attitudes toward institution of a formal student teaching program.
3. Report arguments for and against such a program, including barriers specific to UMMS.
4. Propose a blueprint for a course.

The LITERATURE

The LCME 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 residencies to teach formal teaching skills.

In 100% of medical schools, students teach.

44% of US schools have formal teaching programs.

the REQUIREMENTS

UMMS requires all students to be prepared for "assuming the role of teacher".

Should Our Medical Students Be Taught to Teach?

The HEALTH CARE SYSTEM

What are the effects of unskilled / inexperienced teaching?
Quality of clinical training for residents and students
Weak inter-professional exchange
Lost opportunity for collaboration
Ineffective patient education
Poor patient care

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The LITERATURE

Student as Teacher (SAT), Resident as Teacher (RaT), Faculty Development.

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Conclusions

1. There is solid faculty and student support for a student teaching course at UMMS.
2. Students gradually become more comfortable as educators within the current system, but make only modest gains; we currently have 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. The 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.

School.

"Formal presentations to faculty, residents, and students - it's a big part of 4th year."

"Already too much of an emphasis on some of the "soft skills"... making teaching a formal part of the curriculum would be inappropriate."