M4 Teaching Elective  Fall Didactic Session

• Dr. Freager Williams
• What’s coming up in PCM2
• Giving Feedback

Review

1. Attend 3 of 4 quarterly evening Didactic Sessions:
   4:45pm-6:30pm
2. Read over requirements on website
3. Try to go to lecture
4. Teach at small group sessions or alternate activities
5. Complete a Teaching/Learning Plan
6. Complete a true reflection on your teaching

• If you are on call Monday, do NOT come to PCM 2 on Tuesday afternoon
• Ask Clerkship Director EARLY
• Don’t assume PCM 2 is a priority over your daily schedule
• CAN COME TO PCM 2 during sub-i’s – 1x/month
• Some MAY come to PCM 2 1x/month during ED

Keep a log of your sessions for final reflection
Regarding EKGs:
Follow instructions to facilitators noted on EKGs
Emphasize importance of reading an EKG systematically
(includes identifiers/EKG standards/then actual read)

But...not an EKG course....
if two from same patient, note the changes
some additional EKGs included to emphasize a point

• Continuing this year are online modules—not required, but recommended
• Check them out....

October 30th: Oral Presentation and Focused H&P
Small group: Practice skills of focused H&P

M2s start presenting own cases from here on out.
Only 2 per session. Stay on schedule.
GIVE FEEDBACK, review the feedback guidelines, NEW grid
Involve entire small group—make it an expectation

Life long learning with cases
Use Peer Reviewed Journal or EBM texts

November 6th
• Lymph/Anemia Lecture
• Small Group Exercise TBD
• NEJM case vs cases from last year
• CXR with mediastinal lymphadenopathy
• EKGS
November 13th

• Lung Lecture Dr. Simpson
• Small Group
  • Usual format
  • PLUS
  • LISTENING TO LUNG SOUNDS IN SEMINAR ROOMS
    new this year

Listen 3.

November 21st (Tuesday) Interprofessional Day

• MDs and Nursing students pair up on topics of Infection Control PPE/workshop
• No small group session

HAPPY THANKSGIVING
November 27th: Critical Thinking
• Lecture: Dr. Edwards
• Usual small group activities: Lecture review, EKGS, CXRs
  ? Critical thinking exercise TBD

AND
  Testing EKG skills of reading an EKG in systematic manner
  Facilitators will be busy doing mid-semester formative evaluations during that time

December 2018
No small groups
December 4th: no small group
December 7th: Final integrated exam
December 13th; Radiology exam (Vertical Curriculum) plus MHD Cumulative

NOTICE: 2nd half of November and December is light for M4s, but it may be
good time frame to do alternative session if planning a tutoring session or making a
module?

EKG tip sheet?

January 2019
• January 3rd: Ultrasound abdomen workshop Vertical Curriculum
  Did you take the Point of Care US elective? If invited to teach,
great alternative session.
  (Might need volunteers as SPs too)
• January 8th: Critical Thinking Lecture + Small Group
• January 15th: Dr. Van Roenn Abdominal Exam + Small group
• January 22nd: Neurology Triple sessions—Prep/Small Group/OSCE—24th
• Next meeting January 22nd and 29th and Feb 4th and 5th
• January 29th and 30th, Case Based OSCE I M2s may need prep assistance
Plan Ahead:

“Train the trainer” needed early commitment
Neuro Day, in small groups:
- practice for Neuro OSCE; reflexes; EKGs; Prepare for SP OSCE;
- Neuro OSCE assisting grading Neuro exams

Think ahead
February 12th: Challenging Patients session in small groups
February 19th: Dermatology Workshop, no small group
February 20th/21st: MSK Lecture/MSK OSCE (Thursday)
February 26th: Rheumatology
_________________________Spring Break for M2s_________________________
March 12th: GU
March 19th: Stats
March 26th: Legal
April 2 Last small group—need M4 assistance—final OSCE prep

How has it gone so far?

• Do you have any particular concerns?
• Questions to put to your fellow M4s about what works/what does not/ideas?

From Prior Reflections from M4s

• Regarding a challenging day in which the students seemed to show little interest:
  It was like pulling teeth to get them to join in. Every time I chimed in to discuss a relevant concept there was no feedback from the students. If I asked a question, no one would answer. Haha this is kinda tough!
• What I needed to do differently: I need to learn everyone’s name, know something about the students.
• Reflection on the next session: had a lesson plan in which I designed simple bit-size sections, looked for opportunities to bring them up—worked great!
• I would sometimes ask my own classmates (another M4) a question—back and forth dialogue went over well with M2s
Other comments

What not to do:
*I also remembered that negative comments from the seniors, especially venting their frustrations, was really irritating to listen to*

Another reflection:
Long essay on how she loved the teaching elective and she found herself talking about it on interviews for residency

Thank you