LIAM Group 3

Sara Multerer, MD; Sara Petruska, MD; Tyler Sharpe, MD; Leah Siskind, PhD
The Problem

- It’s 2am
- The Pharmacology PhD has just submitted her research grant
- She is teaching a diuretic lecture to first year medical students next week
- She knows that she is supposed to be updating her lecture content
- She likes teaching and is an expert in her field but she doesn’t treat patients and there aren’t enough hours in the day to master interactive teaching techniques
- She has a powerpoint from two years ago that seems just fine
- The next week, she presents the material she has…
The Problem
We are all educators
We have similar challenges
  ○ rapidly evolving science on what new educational pedagogies are thought to be most effective
  ○ how to bridge basic science and clinical thinking
  ○ How to find the time to update teaching strategies amidst other responsibilities
The Problem Statement

Many University of Louisville Health Sciences Center (HSC) faculty struggle to adapt lecture-based content to new educational pedagogies with clinical orientation due to lack of time and difficulty using new technology.
Stakeholders

Thread Directors:
Content needs updating
Stakeholders

Thread Directors:
Content needs updating

Basic Science Faculty:
Don’t know how, no time to learn
Stakeholders

Thread Directors: Content needs updating

Basic Science Faculty: Don’t know how, no time to learn

Clinical Faculty: Could give some time, on my schedule
Stakeholders

Thread Directors: Content needs updating

Basic Science Faculty: Don’t know how, no time to learn new teaching methods

Clinical Faculty: Could give a little time, on my schedule

Students: Good resources appreciated

STEVE ELLIS
Needs:
Teaching faculty need time, resources, and training to adapt to new teaching pedagogy in the health sciences environment and medical education.

Approach:

Benefits:

Competition:
Key Questions

● Who in the institution has time?
● Who in the institution uses technology well?
● Who in the institution is inexpensive or resource-neutral?
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Capitalize on Strengths
Mind the Gap

Using Generational Strengths to Create Faculty-Student Teaching Partnerships

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Needs

Teaching faculty need time, resources, and training to adapt to new teaching pedagogy in the health sciences environment and medical education

Approach

We propose the creation of student-faculty partnerships where faculty, our content experts, work together with our tech savvy students to adapt their content to interactive learning formats

Benefits

Competition
Needs
Teaching faculty need time, resources, and training to adapt to new teaching pedagogy in the health sciences environment and medical education

Approach
We propose the creation of student-faculty partnerships where basic faculty, our content experts, work together with our tech savvy students to adapt their content to interactive learning formats

Benefits
Uses respective strengths of both groups
Inexpensive
Meets LCME requirements

Competition
Our Vision: Medical Students as Teachers Elective Pilot

- Fourth year medical students with interest in teaching participate in longitudinal MSAT elective
- Our team presented the program July 10 and invited a pilot group to participate
  - 4-8 students
  - Pharmacology/Toxicology
Our Vision: **Medical Students as Teachers Elective Pilot**

Pilot Students will:

- Learn about new teaching pedagogies
  - SoftChalk
  - Structured Cases for Team-based learning
  - Peer teaching
- Work with a basic science faculty member to identify lecture topic in need of conversion to interactive format
- Work with clinical faculty member to incorporate correlates from patient care
- Author interactive learning resource, which can be deployed in the MS1 or MS2 curriculum and submitted to MedEd Portal for publication, with mentorship of Mind the Gap faculty.
Teaching faculty need time, resources, and training to adapt to new teaching pedagogy in the health sciences environment and medical education.

**Approach**

We propose the creation of student-faculty partnerships where basic faculty, our content experts, work together with our tech savvy students to adapt their content to interactive learning formats.

- Uses respective strengths of both groups
- Inexpensive
- Maintains LCME goals for interactive learning

**Benefits**

- Alternate forms of delivery of this information
- Resistance to change
- Competition for faculty and student time

**Competition**
Medical Students as Teachers Elective Pilot

Outcomes:

- Course evaluations
- Student satisfaction
- Teacher satisfaction
- Submission of learning resources for publication
Students mind the gap!!