

Teaching Students to Teach: Courses and Programs at a Glance
SDRME Annual Meeting – Santa Fe, NM
June 14-17, 2009

School	Format	Duration	Typical Enrollment	Curriculum	Unique Features
Creighton University “Medical Education”	Elective Course Fourth-year Feb.- April	13 sessions 2 or 4 weeks	4 per rotation period max 6-10 per year	Learning theory; Teaching in small groups, large groups, clinical environment; Teaching with simulation; Assessment; Practical Tips for Teaching; Issues in Educational Research	<ul style="list-style-type: none"> • Teaching Profile • Educational scholarship option • Observation • Teaching experience
University of Iowa “Teaching Skills for Medical Students”	Elective Course Fourth-year Fall-Spring	16 sessions 4 weeks	6 per rotation 25 per year	Characteristics of Effective Teachers; Learning Theories; Experiential Learning; Giving Feedback; Interactive Lectures; Small Group Teaching; Clinical Teaching; Hidden Curriculum; Program Development (ADDIE)	<ul style="list-style-type: none"> • Create Own Assessment Form • Recorded presentation • Individual Learning Plan (ILP) • Literature search
University of Michigan “The Resident as Teacher”	Rotation	16 sessions 4 weeks	10-12 per year	Teaching psychomotor skills; Brief Structured Observation; Using PowerPoint; Chalk Talk; Leadership; Lecturing Skills; Giving Feedback; Socratic Questioning	<ul style="list-style-type: none"> • Survival Skills focus • 5-Minute Chalk Talk • 10-Minute Skills Teaching Session
University of Texas HSC at San Antonio “Getting Ready to Teach”	Didactic Course Fourth-year March	3 Sessions 2 hours (can expand to 4)	50-80 per year	PATH Model; Teaching Procedural Skills; Skill Demonstration	<ul style="list-style-type: none"> • Micro-teaching Session

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Weill Cornell Medical College 1. Teaching Gross Anatomy 2. PBL Facilitating and Case Writing 3. Teaching Experience in Pathology	Elective Courses Fourth-year	4 Weeks 6 Core Seminars	20-25 per year	Learning Climate; Evaluation and Feedback; Constructing Written Test Questions; Psychometrics; Adult Learning Theory; Small Group Teaching; Facilitating PBL sessions	<ul style="list-style-type: none"> • Trigger Tape • Students spend most of their time in a practicum • Course can be taken as an elective or for meeting the Advance Basic Science requirement