

FACULTY TEACHING OPPORTUNITIES
Mount Sinai School of Medicine

<u>Time Period</u>	<u>Course Title</u>	<u>Opportunity</u> Lecturer, Small Group, Lab, Preceptor	<u>Time Commitment</u>	<u>Description</u>	<u>Contact Person</u>
Pre-Year One Courses					
Summer	Humanities in Medicine Program	Opportunity for pre-med MSSM students to shadow a clinician	Several hours per week over the summer	The Humanities in Medicine Program is a unique entry program into MSSM for students with a background in the humanities	
Year One Courses					
Fall and Spring Semesters	The Art and Science of Medicine (ASM) I	Small Group Preceptor (SGP)	25 weeks from September to May on Wednesday afternoons from 1:00 –5:00 PM	Facilitate a group of 10-12 students paired with another physician or non-physician from the health care faculty. The SGP will evaluate the students' acquisition of skills, knowledge, and attitudes throughout the year. Faculty Development is provided.	Judith Quintana Judith.quintana@mssm.edu
Spring Semesters	ASM I	Physical Exam/ Hospital Based Rounds Preceptor	6 weeks in 2 nd semester from January through May from 2:00 – 4:00 PM	Precept a group of 6-7 students as they perform: 1) Self-Exams: practice basic H&P skills on each other) 2) Hospital Based Rounds: practice basic H&P skills on inpatients. Faculty Development is provided.	Judith Quintana Judith.quintana@mssm.edu
Spring Semester	ASM I	Clinical Preceptor	8 weeks in 2 nd semester from January through May from 1:00 – 4:00 PM	Responsible for the continuation of the clinical skills aspect of the course, namely communication, H&P skills. Precept a pair of students in hospital clinic/private office setting where they practice basic H&P skills on patients. Faculty Development provided.	Judith Quintana Judith.quintana@mssm.edu
Fall and Spring Semesters	ASM I	Lecturer	90 minutes		Judith Quintana Judith.quintana@mssm.edu

Year Two Courses					
Fall and Spring Semesters	The Art and Science of Medicine (ASM) II	Small Group Preceptor	31 weeks from September to April on Wednesday mornings from 8:00 AM to 12 Noon	Facilitate a group of 10-12 students paired with another physician or non-physician from the health care faculty. The SGP will evaluate the students' acquisition of skills, knowledge, and attitudes throughout the year. Faculty Development is provided.	Judith Quintana Judith.quintana@mssm.edu
Fall Semester	ASM II	Physical Exam/ Hospital Based Rounds Preceptor	6 weeks in 1st semester from September through December from 10:00 AM – 12 Noon	Precept a group of 6-7 students as they perform: 1) Self-Exams: practice basic H&P skills on each other) 2) Hospital Based Rounds: practice basic H&P skills on inpatients. Faculty Development is provided.	Judith Quintana Judith.quintana@mssm.edu
Spring Semester	ASM II	Hospital Site Preceptor	9 Weeks in 2 nd semester from February through April on Wednesday afternoons from 1:30 – 4:30 PM	Precept group of 8-10 students in a hospital setting: meeting students and recruiting patients in order to perform a complete H&P on their own and later debrief. Faculty Development is provided.	Judith Quintana Judith.quintana@mssm.edu
Fall and Spring Semesters	ASM II	Lecturer	90 minutes		Judith Quintana Judith.quintana@mssm.edu
Spring Semester	Compass 1	Small group preceptor	Faculty development for 2 hours; Compass exercise requirements: 1. 2 small groups to review integration of information and development of differential diagnosis (2 hours each) 2. ethics small group (3 hrs) and separate faculty development session 3. cultural	Always at the end of April/ beginning of May. Commitment for 2 consecutive days for 2 of small groups on differential diagnosis; cultural and ethics small groups involve time commitments on one day only	Judith Quintana Judith.quintana@mssm.edu

			competency preceptor- 0.5-1 day with separate faculty development		
Years 3 and 4 Courses					
Spring Semester	Intersession	Lecturer-topics vary and include: -Health Policy -Personal Self Awareness -Radiology -Professionalism	Time varies		Judith Quintana Judith.quintana@mssm.edu
		Small Group Preceptor - Health Policy - Professional Development/ Career Planning	90 minutes	Facilitate a group of 10-12 students. Faculty Development is provided.	
		- Problem Based Learning Faculty	90 minutes X 3	Facilitate a group of 10-12 students. Faculty Development is provided.	
		Selective/ Mini Course-topics vary	3-6 hours of teaching	Creative learning experiences developed by faculty and students; examples include: the Art of Observation, Living Anatomy Project; Homeless Health	
Summer	Clinical Skills Week	Lecture-topics vary and include: -Evidence-Based Medicine	Usually the last week in June/first week in July- Time Commitment Varies from 45-90 minutes		Judith Quintana Judith.quintana@mssm.edu
		Small Group Sessions-topics vary and include: -Venipuncture/IV insertion -Communication Skills -Skills for the Wards -Evidence Based Medicine	90 minutes each	Facilitate a group of 10-12 students. Faculty Development is provided.	
	Clerkships	Clinical Preceptors	Varies per clerkship but is usually for a block of time (3-6 weeks) several times a week for 1-2 hours	Varies per clerkship; general responsibility is to assist students in their oral and written case presentations and assist with bedside physical diagnosis	Judith Quintana Judith.quintana@mssm.edu
		Case Facilitators	Varies per clerkship	Varies per clerkship; general responsibility is to facilitate small group case discussions;	

				some clerkships utilize web-based material	
		Lecturer-topics vary	Varies per clerkship	Varies per clerkship	
	Compass 2	Small group faculty	Faculty development for 2 hrs; Compass exercise requirements: <ol style="list-style-type: none"> 1. Day 1: One half day (afternoon) watching students with Standardized Patients (SP) and debriefing students that evening 2. Grading write-ups on evening of exercise 3. Day 2: 2 hr session with students in small group reviewing SP exercises and notes 	Always in April and May. Commitment for 2 consecutive days- afternoon day 1 and morning of day 2	
	Clinical skills remediation committee	Faculty Reviewer	Review of student videotapes and SP checklists from COMPASS exercise (can be done at home). Large committee meeting(s) to discuss students requiring remediation.	Faculty reviews students' SP tapes/checklists and written notes and helps decide remediation requirements. Faculty also provides direct feedback to students on their performance.	Judith Quintana Judith.quintana@mssm.edu
	Cultural Competency in Medical Education	Small Groups-- Morchand Exercise			Judith Quintana Judith.quintana@mssm.edu
	Clinical Electives	Varies			Judith Quintana Judith.quintana@mssm.edu

Mentoring Opportunities					
Mentoring 1st year students		Paired with a first year student to aid in the transition to medical school	2-4 hours during the academic year		Laurie Brown, MS Laurie.brown@mssm.edu
Mentoring and offering career advice to 3rd and 4th year students		Meeting with students interested in your career pathway or specialty	5-10 hours per year		Laurie Brown, MS Laurie.brown@mssm.edu
Research mentor		Mentor student doing a lab-based or clinical research project.	Senior mentors should plan the project with the student. They should be available to meet with students at least once per week to review their progress, although someone should be available to supervise on a daily basis.	This could be a summer experience for a first year student or a full-year activity for a student doing a Scholarly Leave after the 2 nd or 3 rd year of medical school. Clinical projects can be done at Mount Sinai, a private office, or be community-based. Students should be closely supervised by the mentor or a junior colleague. Inclusion of the student in regular meetings with the research group is recommended and s/he should be encouraged to write up his/her results.	Karen Zier, PhD Karen.zier@mssm.edu

Students as Teachers

Becoming A Medical Teacher

Lisa Bensinger, M.D. and Rainier Soriano, M.D.

Fourth year student elective: An innovative 3 week course on the “nuts and bolts” of learning principles and practical clinical and classroom teaching techniques. Fourth year students are expected to transition naturally to the role of teacher once they enter internship. However, teaching is a skill rather than a gift and we hope that this new course will provide students with some formal training to excel as effective clinical teachers. Students will participate in 7-8 small group workshops about learning theories and effective teaching techniques with medical education faculty. Students will also learn by practicing teaching in simulated and real life teaching sessions. They will be videotaped and receive extensive feedback on their videotaped and observed teaching sessions. Students will also serve as co-facilitators in the third year medical student Intersession course where they can put their newly learned skills into practice. We will modify the exact timing of this course each year based upon the number of students enrolled. We are flexible so that the workshop sessions are done in small groups and the timing of the course allows for real teaching experiences occurring at the same time.

Doris Duke Medical Student Research Program – Teaching and Presentation Skills Workshops

Medical Students at MSSM taking a year of academic leave to pursue research in the Doris Duke Medical Student Research Program and provided with 3 workshops to enhance their teaching skills and their success in delivering formal research presentations. The first workshop introduces teaching theories and techniques. They are then videotaped while giving each of their required research presentations throughout the year. Subsequent workshops focus on feedback and reflection using the context of their presentations and end with students’ creating individualized action plans to improve their teaching/presentation skills. Students report an improvement in their research presentations and general teaching skills.

Teaching Assistants (TA) Teaching Skills Workshops

TA’s at MSSM participate in 2-3 teaching skills workshops. The workshops are small group discussions introducing teaching theory and techniques that are specific to the context in which they are teaching.

AMSA Teaching Tomorrow’s Teachers Today – Medical Education Leadership Institute

Mount Sinai School of Medicine - New York, NY

June 21-26, 2004 and June 12-18, 2006

Training Tomorrow’s Teachers Today (T4) is an intense 5-day experience developed by the American Medical Student Association’s (AMSA) Medical Education Action Committee and Mount Sinai School of Medicine (MSSM). The Medical Education Institute is intended to provide AMSA members, who are interested in academic medicine, with practical teaching and leadership skills. Students will be empowered to participate actively in the process of curriculum review and governance, and will be expected to plan and implement a project upon returning to their respective institutions. The location of this successful program will be rotated to institutions around the country who are national leaders in medical education.

<http://www.amsa.org/meded/T4.cfm>