



Tufts University School of Medicine Teaching Opportunities

The educational contributions of TUSM faculty members are an absolutely vital component of the school's mission and strategic plan. TUSM offers the following teaching opportunities in the pre-clerkship years:

PROBLEM-BASED LEARNING PROGRAM (PBL)

Objectives:

- Develop learning and communication skills, including problem-based and self-directed learning, critical reasoning, teaching and group skills.
- Integrate basic science knowledge with clinical medicine.
- Identify and explore learning opportunities which may not be available in the rest of the curriculum.
- Establish the attitudes and practice the skills that will create a strong foundation for life-long learning.

Faculty are needed to serve as facilitators for PBL small groups of first year students meeting for two hours once per week to discuss a clinical case. In this setting, faculty facilitators are not required nor expected to be content experts in the basic science or clinical issues developed in the case. Rather, faculty serve as facilitators who are experts in the process of small-group learning. Faculty are trained during a 2-1/2 hour workshop. They are introduced to the TUSM curriculum, the PBL program, and the dynamics of learning in small groups. Once trained, faculty can facilitate by semester or by year. In addition, faculty can choose to participate in other aspects of the PBL program, according to their interest and availability. Current activities include PBL case-writing, library and other learning resources, evaluation development, and faculty development.

For more information please contact the program administrator, Donna Merrick, at donna.merrick@tufts.edu.

SELECTIVES PROGRAM

The Selectives Program is a unique opportunity for students to supplement their core curriculum by sampling a wide range of experiences starting in their first semester of medical school. The main goal of the program is to expose students to areas beyond the basic medical school curriculum. Students are required to participate in the Selectives Program on Tuesday afternoons for a minimum of three hours per week during 8-week blocks. They must satisfactorily complete two blocks within the first year of medical school. Students can also arrange Selectives on an independent basis. Each Selective must have a clear course description with goals and learning objectives and be overseen by the faculty and/or a Selectives subcommittee. Selectives can be offered in a variety of formats including participation in seminars, clinical, laboratory, or community experiences that involve one student or a group of students.

Faculty are needed to serve as preceptors in Selectives that provide students with a range of experiences that are relevant to their future practice of medicine and are beyond the basic science preclinical curriculum.

For more information please contact the program administrator, Donna Merrick, at donna.merrick@tufts.edu.

COMMUNITY SERVICE LEARNING (CSL)

The Community Service Learning (CSL) initiative at Tufts University School of Medical (TUSM) stems from the firm belief that the role of physicians extends beyond the clinic and hospital walls, and that future physicians will benefit enormously from firsthand experience working in the community. Through CSL students learn how their role as a physician can broadly impact at many levels of the “community” they serve. Community in this context is not restricted to the specific location where a physician practices, but may extend to regional, national, international and global activities. Working with community-based partners, students have the opportunity to examine issues such as healthcare disparities, community outreach, public health Initiatives, humanitarian service, and global health programs.

Faculty Reviewers

Each student participating in CSL is assigned to a TUSM **Faculty Reviewer** for the duration of their CSL activity. The primary responsibilities of a Faculty Reviewer are to mentor students in their CSL activity and then read the *final report* of their completed CSL projects. There are many different CSL community partners, and Faculty Reviewers are assigned to one or more of the community sites. When students are assigned to a CSL site, the Faculty Reviewer is notified. Students are directed to interact primarily with the on-site CSL supervisor, but they may contact the Faculty Reviewer should there be any difficulties or concerns about their CSL program. The Faculty Reviewer will read the student’s final report, provide feedback to the student and report the completion of the task to the CSL Coordinator.

If you are interested in being a **Faculty Reviewer**, or would like additional information about the CSL program, please contact csl@elist.tufts.edu.

MEDICAL INTERVIEWING AND THE DOCTOR-PATIENT RELATIONSHIP (MIDPR)

This first-year fall course introduces students to the art of the medical interview. The goals of the course are to:

- Provide an introductory experience in talking to patients.
- Learn about the doctor-patient relationship.
- Learn basic interviewing and history taking techniques.
- Learn about the patient’s experience of illness.
- Introduce the write-up and presentation of the clinical experience.
- Increase awareness of and ability to talk about topics that are difficult: nutrition, sex, drugs, spirituality, death, etc.
- Learn to talk with children, the elderly, the dying, etc.
- Nurture students’ enthusiasm about becoming a doctor.

The course is offered on Thursdays from the end of August through the beginning of November. The structure of the course is as follows:

- 10:15 a.m. - 11:45 a.m. Lectures/demonstration interviews.
- 1:00 p.m.- 4:00 p.m. Small group student interviews of patients with Section Leader.
- 4:10 p.m.- 5:00 p.m. Section Leader wrap-up/faculty development.

Faculty are needed as section leaders to lead small groups which interview either hospitalized patients, ambulatory patients, or residents of Jewish Community Housing for the Elderly.

For more information please contact the course director, Dr. Jody Schindelheim, at JSchindelheim@tuftsmedicalcenter.org.

COMPETENCY-BASED APPRENTICESHIP IN PRIMARY CARE (CAP)

The Competency-based Apprenticeship in Primary care (CAP) was developed to help students develop tangible skills that will help them care for patients, integrate more effectively into a clinical setting, and learn more effectively moving forward. One full Monday or Tuesday each week, pairs of students will travel to a primary care physician office where they will do some shadowing, see some seeing patients on their own, and be observed by a faculty member at least once per day.

Students will have a set of *Competency Cards*, each card outlining a specific skill (e.g., the neurologic exam, taking a social history, etc.). Students will be required to have a preceptor observe them performing these competencies and "sign off" that the student is competent. Students will participate in a series of 10 workshops throughout the course, during which they will learn specific skills to help them be useful in the office (e.g., how to room patients, do vitals, do medication reconciliation, do nutrition/exercise counseling, etc.). Our hope is that students can "give back" for some of the teaching they are receiving so that the faculty's overall burden is minimized and students get used to being active participants in the patient care team and active learners themselves.

Faculty in primary care (family medicine, internal medicine, or pediatrics) are needed to host pairs of medical students for one full day per week (Monday or Tuesday) for four weeks in May and then from Labor Day until mid March.

Please contact Sarah Rosenberg-Scott, MD, MPH, CAP Course Co-Director (Sarah.Rosenberg_Scott@tufts.edu, 617-794-4951) or Wayne Altman, MD, FAAFP, CAP Course Co-Director (wayne.altman@tufts.edu, 617-636-6856) with questions or if you would like to participate in any form.

ANATOMY TEACHING

The Department of Anatomy and Cellular Biology invites Clinical or Basic Science faculty to participate in the teaching of our Medical Clinical Anatomy course which is part of the MedFoundations II and Brain units of the first-year curriculum. The course consists of lectures, laboratory dissections and small group sessions involving the Extremities, Thorax, Abdomen, Pelvis and Head and Neck regions. We are particularly interested to have clinical faculty in these areas assist students with their lab dissections while also relating the basic anatomy to practical situations.

Those who are interested may contact Dr. Robert Willson, PhD, at rob.willson@tufts.edu or at 617-636-6607.

ETHICS & PROFESSIONALISM CURRICULUM- FACULTY FACILITATORS

Training in ethics and professionalism is an indispensable part of any undergraduate medical curriculum. As medical educators, we have a responsibility to graduate morally discerning physicians whose interactions with patients, colleagues and the public are guided by the highest standards of professional conduct. Additionally, we want to be sure all of our graduates have the capacity to recognize an ethical conflict when they see one and make morally defensible decisions to resolve it.

The Ethics and Professional curriculum at TUSM unfolds over three-years beginning with 30 hours of course-contact time spread out over most of the first year and the beginning of the second year. The course is organized into large group didactic and small group discussion sessions. Keeping these discussion groups small (10 or fewer students) requires at least 20 faculty facilitators.

Since the more didactic aspect of the course takes place in the classroom, the facilitator's role is to engage the group in a spirited, directed discussion based on 4-5 cases provided to students and faculty in advance. Currently, there are 8 small group sessions planned for the 2011-12 academic year between November and May. Each 90-minute session is devoted to a particular topic (e.g., Death & Dying, Conception and Birth,

Patient Rights, Human Research). In addition to leading small group discussion, facilitators are asked to evaluate brief (500-word) ethical analyses of one case submitted by their students for each session.

To promote faculty continuity, facilitators who can commit to all or most of these sessions are preferred. However, it is often possible to schedule facilitators for fewer sessions. Facilitator's do not need special knowledge or expertise in ethics, but some experience leading small group exercises is helpful.

If you are interested in participating in the Ethics and Professionalism course TUSM, please contact the course director: Richard Glickman-Simon, MD, Department of Public Health & Community Medicine richard.glickman-simon@tufts.edu, 617-636-3640.

EXPERIENTIAL LEARNING AT TUSM'S CLINICAL SKILLS AND SIMULATION CENTER (CSSC)

The TUSM – CSSC offers a unique teaching opportunity to engage medical trainees through active firsthand experiences. Placed in simulated clinical milieu, learners are exposed to a myriad of medical situations (typical as well as rare) in which they must use their existing knowledge and skills to appropriately assess and treat a computerized patient. Scripted by faculty, these mock medical scenarios account for the target audience, learner's level of expertise and precise objectives. Simulation education has been adapted from medical student's curriculum to residency training and, attending re-certifications.

TUSM's CSSC welcomes all faculty that want to design, implement and assess curricular experiences integrating simulation technologies. Faculty will receive guidance throughout the process, starting with their learning-objectives, actualization of their curricular vision, and scenario development. Below are a few links which illustrate the several ways Medical Schools are integrating simulation into the curriculum:

Harvard Medical School: <http://simulation.hms.harvard.edu/curriculum/>
University of Pittsburgh Medical Center: <http://www.wiser.pitt.edu/apps/courses/coursebytype.asp>
Stanford University School of Medicine: <http://www.youtube.com/watch?v=ebnglO6-6AQ>
Greenville Tech Health Sciences: <http://www.youtube.com/watch?v=ClOMIZy6AHc&feature=related>

For more information, please contact the Medical Simulation Specialist at christopher.mcneal@tufts.edu

GLOBAL HEALTH TEACHING, ADVISING AND MENTORING OPPORTUNITIES

Faculty and students at Tufts University School of Medicine are actively engaged with communities both locally and around the world. TUSM has a number of established programs at global health sites in a number of countries including India, Panama, Ghana and Haiti. Global Health programs continue to expand at TUSM due to the growing interest among students in the graduate and professional degree programs.

Faculty members involved in global health (public health, care delivery, research, education or training activities, etc) can serve as important advisors and mentors for students planning an experience in global health. In addition to serving as faculty advisors, we also seek faculty members with projects that may have opportunities for student participation (either domestically or at an international site).

For more information, please Joyce Sackey, MD, Dean for Multicultural Affairs and Global Health at joyce.sackey@tufts.edu.

PREMATRICULATION SUMMER PROGRAM FOR INCOMING MEDICAL STUDENTS (PSP)

The Prematriculation Summer Program has been a part of Tufts University School of Medicine since 1976. The PSP is designed to orient and further prepare students for the first year curriculum. Course material is directed toward the Basic Science material in the first semester. It is equally as important to offer students early exposure in their careers to observe the doctor-patient relationship in the hospital setting and choices in medicine. PSP offers shadowing during the five week summer program. Faculty members serve as mentors for first year students during the summer. Physicians with clinical responsibilities also provide opportunities for medical students to have observational experiences during the program.

Objectives:

- To enhance their social interaction with physicians and patients;
- To develop learning and communication skills with professional attitudes;
- Increased early exposure to diverse career paths and opportunities;
- To develop a mentor relationship with physicians.

For more information, please contact Marlene Jreaswec, MEd, Program Administrator for the Office of Multicultural Affairs at marlene.jreaswec@tufts.edu with any questions.

TEACHERS AND HIGH SCHOOL STUDENTS PROGRAM

The TAHSS program provides mentorship to high school students from age 16 year and older in laboratory settings, team-building, interactive presentations, seminars and classes in Gross Anatomy. Faculty mentors provide an important role in the educational growth of these students with providing an educational and hands-on experience in their research laboratories; and the hospital settings. High school students apply every year from all over Massachusetts for an opportunity to come to Tufts explore the health fields. Needed are faculty mentors who are valuable resources for our high school students.

Objectives:

Students witness firsthand the health care environment; see occupational skills in practice, the value of professional training and potential career options;

- To provide students with knowledge and the skills needed in-order to experience in their field of interest;
- To increase career awareness in medicine and research;
- To motivate students to expand and meet their educational career goals;
- To help model student behavior through examples and reinforce the link between classroom learning and educational growth

For more information, please contact Marlene Jreaswec, MEd, Program Administrator for the Office of Multicultural Affairs at marlene.jreaswec@tufts.edu with any questions.