Course summary:

This course will provide an introduction to the practice of medical education in the United States. We will examine the process of preparing the next generation of physicians from the perspective of the teacher and learner (including issues of recruitment, admissions, curriculum, student and trainee promotion, remediation, retention, and faculty promotion), and from a programmatic viewpoint (including issues of accreditation, standardized testing, credentialing, and licensure). We will discuss the history and financing of medical education and its close linkage to Medicare legislation. Students will review funding mechanisms for graduate medical education and financial issues facing the education of medical students. Academic clinician-educator pathways will be described and promotion and tenure criteria in U.S. medical schools will be summarized as a way of providing survival skills in the academic environment.

Prerequisites: None.

Credits: One credit, 16 hours of seminars, class will meet for nine two-hour sessions. The course will be offered every spring term.

Texts: None. Will use literature published in medical and medical education journals.

Session structure: Mini-lecture (15-20 minutes); critical discussion of assigned readings; structured controversy.

Grading: Letter grade.

Teaching objectives:

Upon completion of the course, the students should:

1. Be able to describe the practice of medical education in the United States
2. Be able to describe the structure and function of a medical school dean’s office
3. Have a working knowledge of the major journals that publish articles in medical education
Assignments:

1. Explore in depth one “hot topic” in medical education. Present the chosen topic to the class using the method of structured controversy.

   Class presentation/discussion: 15 minutes total per topic

2. Create a proposal for an elective course for fourth-year medical students. The elective course should be original (we will define this operationally to mean “does not exist in the Elective Catalogue for UPSOM) and innovative. The proposal should specify objectives, methods of instruction, content, and methods of evaluation.

   Class presentation/discussion: 5 minutes presentation + 5 minutes discussion

3. Examine the issues, over a 12-month period, of one medical education journal (e.g., *Academic Medicine*, *Medical Teacher*, *Medical Education*, *Advances in Health Sciences Education*, *Teaching and Learning in Medicine*, etc.). Present a summary to the class.

   Class presentation/discussion: 5 minutes total per journal

---

ICRE Policy on Academic Integrity

Every student shall be honor bound to refrain from cheating, from presenting work for evaluation which is not his or her own, from giving or obtaining unauthorized assistance during evaluation, and from falsifying data or reports. Every student shall be honor bound from lying under oath. Every student has an obligation to cooperate in the investigation or disposition of any allegation of violation of the Honor Code and to report all violations which come under his or her observation. Guide your academic and research work with the principles of honesty, trust, fairness, respect, and responsibility.
Statement on Accommodation of Disability

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890/(412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.