

**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.

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**Location:** Scaife Hall 11<sup>th</sup> floor conference center and other locations

**Prerequisites:** None

**Credits:** One credit, 16 hours of seminars, class will meet for eight 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

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**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

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**Course Coordinator:**

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**Course Title****Course Directors****Medical Education:  
Current Practice and Future Directions 2009**

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**John F. Mahoney, MD**

Revised: December 23, 2008

<b>Session</b>	<b>Date</b>	<b>Faculty</b>	<b>Topic</b>	<b>Basic Issues</b>	<b>Readings</b>
1	Monday, 1/5/09 2 p.m. – 4 p.m. Scaife Hall 1105A	John F. Mahoney, MD Associate Dean for Medical Education	Introduction	Overview of the process of medical education in the United States; Peer-Evaluation, Self- Evaluation, and Self-Grading	
2	Wednesday, 1/7/09 2 p.m. – 4 p.m. Scaife Hall 1103	Joan Harvey, MD Associate Dean for Student Affairs Paula Davis Assistant Dean for Admissions, Financial Aid, and Diversity	Learner Issues	Recruitment, well-being, promotion, retention, and dismissal; Diversity issues; Financial aid	
3	Monday, 1/12/09 2 p.m. – 4 p.m. Scaife Hall 1101	Jonathon Erlen, PhD Medical Historian John F. Mahoney, MD	History of Medical Education	History of medical education in the United States; Global perspectives on medical education	Time to Heal: American Medical Education from the Turn of the Century to the Era of Managed Care. Kenneth M. Ludmerer Chapters 17 and 18 pp. 349-399
4	Wednesday, 1/14/09 2 p.m. – 4 p.m. Scaife Hall 1103	John F. Mahoney, MD Carl A. Sirio, MD, MPH Professor, Critical Care Medicine, and past member, LCME	Programmatic Quality Assurance in Medical Education	Accreditation (LCME, ACGME, ACCME); Standardized testing; Medical Licensure; Credentialing	

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**John F. Mahoney, MD**

<b>Session</b>	<b>Date</b>	<b>Faculty</b>	<b>Topic</b>	<b>Basic Issues</b>	<b>Readings</b>
	No class on January 19 – MLK Day				
	Wednesday, 1/21/2009 Scaife Hall 349A	John F. Mahoney, MD	TBA		
5	Monday, 1/26/09 2 p.m. – 4 p.m. Scaife Hall 1103	John F. Mahoney, MD	Preparing for the Future of Medical Education	Outcomes, Evidence, and Accountability	
6	Wednesday, 1/28/09 2 p.m. – 4 p.m. Scaife Hall 1103	John F. Mahoney, MD	Hot Topics	Peer presentations	
7	Monday, 2/2/09 2 p.m. – 4 p.m. Scaife Hall 1101	Donald M. Yealy, MD Chair, Non-Tenured Faculty Promotion Committee John F. Mahoney, MD	Academic Careers in Medical Education	The clinician-educator; the educational researcher; promotion	
8	Wednesday, 2/4/09 2 p.m. – 4 p.m. Scaife Hall 1103	Frank Kroboth, MD Assistant Dean for Graduate Medical Education	Financing Medical Education	Medical School finances; GME funding	