

<b>FOURTH YEAR ELECTIVE TITLE</b> <b>PEER-TEACHING IN BIOCHEMISTRY</b>		<b>COURSE NUMBER</b> MDC 9010	<b>LOCATION</b> ROBERT WOOD JOHNSON MEDICAL SCHOOL
<b>ELECTIVE DIRECTOR</b> EMINE ERCIKAN ABALI, PHD	<b>ELECTIVE FACULTY</b> RWJMS DEPARTMENT OF BIOCHEMISTRY	<b>ELECTIVE CONTACT</b> EMINE ERCIKAN ABALI, PHD RWJMS BIOCHEMISTRY R-527 Piscataway	<b>CONTACT INFO</b> PH. 732-235-3911 FAX 732-235-4783 ABALIEM@RWJMS.RUTGERS.EDU
<b>BLOCKS AVAILABLE</b> #1, #2, #3, #4, #5	<b>DURATION/WEEKS</b> MIN: 3 MAX: 5	<b>HOURS PER WEEK</b> 10 hrs	<b>STUDENTS</b> MAX: 12
<b>LECTURES/SEMINARS</b> YES	<b>OUTPATIENT</b> NO	<b>INPATIENT</b> NO	<b>HOUSESTAFF</b> NO
<b>NIGHT CALL</b> NO	<b>WEEKENDS</b> NO	<b>LAB</b> NO	<b>EXAM REQUIRED</b> NO

#### OVERALL EDUCATIONAL GOAL OF ELECTIVE

Through participation in this elective, students will develop communication and leadership skills by acting as facilitators in small group discussions, improve teaching skill by developing case-oriented problems for Biochemistry course and exhibit professional attributes by serving as a role-model to 1<sup>st</sup> year medical students.

#### OBJECTIVES

- I. Patient care  
Students must be prepared to provide patient care that is compassionate, appropriate, and effective.
- II. Medical knowledge  
Students must be able to demonstrate integration and application of knowledge in the basic sciences for problem solving. Students will interpret patient cases to integrate them with biochemical basis of diseases and write questions to 1st year students relating to the cases. *Measurement/Evaluation:* Faculty observation and feedback in small group discussions
- III. Practice-based learning and improvement  
Students must facilitate and improve the learning experience of first year medical students by bringing back their knowledge from their clinical years and applying it back to biochemistry. Students must be able to interact with classmates to formulate and write case studies and multiple choice questions regarding the biochemical basis of disease. Students will be practicing the principles of cooperative team learning with classmates and will be teaching 1st year medical students in the small group discussions. *Measurement/Evaluation:* Faculty observation in small group; peer evaluation
- IV. Interpersonal and communication skills  
Students must be able to demonstrate team behavior by their participation in the process of writing patient cases and questions regarding the cases and effective communication skills by being facilitators to 1st year medical students during small group discussions. *Measurement/Evaluation:* Faculty observation, feedback and peer evaluation.

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- V. Professionalism  
Students will demonstrate standards of professionalism, including respect, honesty, reliability and responsibility, in interactions with faculty, staff, peers, and patients. *Measurement/Evaluation:* professionalism form
- VI. Systems-based Practice  
Students will be able to function effectively in teams and within a larger organizational structure. They must demonstrate an awareness of the larger context & system of health care and of the resources available within the system to provide optimal care to individual patients and groups. Finally, students must demonstrate an awareness of current barriers to health care and of the various strategies designed to assist patients in gaining access to care.

#### **BRIEF DESCRIPTION OF ACTIVITIES**

Teaching is an integral part of medical education. This elective provide students with experience in medical education, specifically in peer assisted learning. Peer-based small group discussions are advantageous to both 4<sup>th</sup> and 1<sup>st</sup> year medical students. Peer-based small group settings allow students learning from and with each other in ways which are mutually beneficial and involve sharing knowledge, ideas and experience between participants. In this format, 4<sup>th</sup> year students learn to work in professional learning teams to develop teaching modules and skills with biochemistry faculty and practice these skills during the small group discussions. Peer teaching in turn leads to high degree of student satisfaction and improved participation and learning of 1<sup>st</sup> year medical students.

During summer, there will be preparation and planning sessions for developing patient-cases relevant to Biochemistry course and for writing questions relevant to the cases. Furthermore, students will attend educational sessions for effective teaching and small group facilitation. At the beginning of Fall semester, each 4<sup>th</sup> year medical student will be paired with a faculty member from Biochemistry Department to facilitate a small group discussions group of 1<sup>st</sup> year medical students. A week before and after the small group discussions, faculty and student facilitators will meet to go over the cases, to receive feedback and to highlight key issues need to emphasized during small group discussions.

#### **METHOD OF STUDENT EVALUATION**

There will be three-tier evaluation:

1. Course director and supervising faculty will assess student performance based on a) participation in the development of case-oriented biochemical problems and b) effective communication skills as facilitators performance as facilitators.
2. Peer evaluation based on being an effective team player
3. Self-assessment in collaboration with supervising faculty

**Are there any prerequisites for this elective?** No

**Is this elective available to third year medical students as well?** No

**\*Note: 4th Year Students: Contact Dr. Abali at least 2 months prior to the elective.**