Physiology Phun Week 2013: Cardiovascular Concepts Taught by Medical Students in Medical Education Scholarly Concentration at Morsani College of Medicine.

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Abstract

Cardiovascular Concepts Taught by Medical Students in Medical Education Scholarly Concentration. This year we expanded our outreach efforts to two local high school Biology and Anatomy classes. The medical students were from the Medical Education scholarly concentration (SC) where they are required to present an active learning lesson as part of their elective training. The medical students taught interactive cardiovascular and muscle physiology topics, and then branched into discussions about preparation for medical school admission. Each student taught at least two sessions, and afterwards they were able to reflect on their experiences at our monthly Medical Education SC meeting. Our goals are to increase our presence in the community to improve recruitment of local students into health careers and to have our medical students better prepared to become the mentors and teachers of subsequent medical students and residents in their careers.

Methods

We travelled to two different high schools in Tampa Bay area: one, an allied health magnet school and the other with AP and IB program classes in biology. We had eight medical students from University of South Florida Morsani College of Medicine Medical Education scholarly concentration program covering 12 classes over a four day period. After they introduced themselves with some personal background, the students began the mini-lessons. The student worked in pairs, delivering muscle physiology and blood pressure lessons from the Physiology of Exercise handout from 2012. The ninth grade students were in larger class sizes and more restless, thus presented a greater challenge. The seniors and juniors were in advanced biology classes so had more appreciation for the topics. After the lessons, the med students answered questions about requirements, strategies, and other topics about college and medical school. The med students appreciated the chance to teach students as part of their educational development. The high school students appreciated the time spent with them and especially the freebees! This was part of our overall goal to have more community involvement in the Tampa area as a means to have a pipeline program, attracting students from the area into a health career.

Purpose

The Scholarly Concentration program aims to support the educational development of medical students by providing opportunities for scholarly endeavors in areas of special interest. This program facilitates self-directed learning, enhances interactions between students and encourages relationships between students and faculty. The Scholarly Concentrations Program provides a forum where diversity of ideas and perspectives are valued. Each concentration includes elements of course work, practical application, scholarly presentations and projects.

Activities

After muscle physiology class, Matt Widner and Ryan Cardew discuss medical school at King High School senior AP Biology class

John Briggs with Dan Restrepo, conducted Blood Pressure Physiology activity classes for Tampa Bay Tech HS students

Mustafa, Sahab - Participated in 2 activities hosted by the education scholarly concentration this year. She taught high school students at Tampa Bay Technical School about the cardiovascular system and did activities with them (with Amy Wu). She also attended a conference at Hillsborough Community College to answer questions students have about entering medical school.

Scholarly Concentrations

<table>
<thead>
<tr>
<th>Year</th>
<th>Medical Education</th>
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<tbody>
<tr>
<td>1</td>
<td>Seminars on good teaching, teach at local high schools and junior high schools with preparation and debriefing, tutoring</td>
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<tr>
<td>2</td>
<td>Seminars on good teaching, teach at local high schools and junior high schools with preparation and debriefing, tutoring, Optional scholarly project in education</td>
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<td>3</td>
<td>Seminars on good teaching, Reflective paper on a year 3 educational event. Prepare ideas for optional scholarly paper or abstract on education</td>
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<td>4</td>
<td>Required Course &quot;Theories in Education,&quot; 50 hours of teaching of junior and senior students in Doctoring I or II and clinical skills courses: 10 hours teaching seminars. Seminars on good teaching, Optional scholarly abstract or paper on education</td>
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How has the Scholarly Concentrations Program helped you as a scholar? It has allowed me to further my academic pursuits in areas I would have not otherwise pursued.

The SCP and The AHA Medical Student Fellowship has provided me great resources and support in pursuing my goals with regards to my research project. It has also enabled me to teach younger students, which I greatly enjoy.

It has helped to develop my interest and understanding of a field of medicine that I was not as aware of and given me ample opportunities to immerse myself and develop myself in that field as well.

Helped my views on med education and my style in educating patients.

I really enjoy what we learn during the concentration meeting. I am looking forward to being able to apply the knowledge I accumulated over the year to assist in teaching new medical students during my fourth year.