

IDC 203
ART of MEDICINE 4: The Patient and his Illness

Pedagogy II Module
Course Guide

I. Module Introduction

The practice of medicine is an art and a science anchored on the best possible application of medical knowledge. Progress in medicine is measured by acquisition of new medical information that is given worth and meaning by the transmission and translation of this knowledge to humane and effective patient care. As such, the physician is duty bound to share, relay and evaluate knowledge and information with colleagues, related professionals, medical students and patients. In doing so, the physician practices one of the sacred roles of his or her profession: to teach, and is so doing, facilitate learning and understanding. This is the reason why effective teaching and organization skills are outcomes identified by the UP College of Medicine for its graduates.

The title “doctor” is derived from the Latin word *docere*, which means “to teach”. In Pedagogy I, the emphasis is in the characterization of the medical student as a learner. In this module, attention is given to the other aspect of the physician in the teaching-learning transaction, that of a teacher. Teaching is fundamentally a human relational problem that is integral in the development of the physicians to realize their goals as comforters of the afflicted, healers of the sick, professionals with a desire to leave a legacy of excellence and catalysts towards the betterment of society. This module, therefore, looks towards equipping future physicians with the necessary understanding to appreciate this relational process and enabling them to meet the expectations and responsibilities directed towards this. It is intended to prepare the students for teaching responsibilities which they are expected to assume as medical students, clinical trainees, medical practitioners and teachers in the classroom, hospital and the community.

II. Program Outcome

Effective teaching and organization skills: ability to plan, innovate, implement, monitor and evaluate an appropriate health education program to effect a positive change in behavior that results in better health outcomes

III. Learning Objectives

At the end of the module, the student should be able to be able to develop an appropriate instructional design for a lesson that is relevant to their role as a future medical professionals.

To do this, the student must be able to achieve the following specific objectives:

1. define teaching
2. describe the characteristics of effective teaching
3. identify the components of teaching
4. apply the principles of teaching by developing an instructional design
 - a. formulating objectives
 - b. selecting teaching methods
 - c. prepare an evaluation plan
5. accept to role of the physician as a teacher

IV. Instructional Design

Lesson	Pedagogy 2: The Doctor as a Teacher			
Audience	LU4 students of UPCM			
Duration of Instruction	8 hours			
General Objective	At the end of the module, the student should be able to be able to develop an appropriate instructional design for a lesson that is relevant to their role as a future medical professional.			
SPECIFIC OBJECTIVES	CONTENT	TEACHING METHOD	RESOURCES	EVALUATION
Define teaching	Principles of teaching and learning	Lecture (30 mins) Assigned readings Reflection (10 mins)	Learning Management System (UPM VLE)	Short Essay (20 mins)
Describe the characteristics of effective teaching				
Identify the components of teaching	Instructional Design and Learning Objectives	Lecture (30 mins) Assigned readings	Online meeting system	Instructional Design (2 hours)
Formulate objectives				
Select teaching methods	Teaching-Learning Strategies	Assigned readings	Computers with video capability	
Prepare an evaluation plan	Principles of Evaluation	Lecture (30 mins) Assigned readings	Journals/hand-outs	
Accept the role of the physician as teacher	The Doctor as a Teacher	Reflection (10 mins)	Hand-outs	Short Essay (20 mins)

V. Study Schedule

This module will be run on 5 Sept 2022 (1-5 PM) and 6 Sept 2022 (8 am - 12 noon). The activities are designed to be completed in the 8-hours allotted to the course.

The course will be conducted remotely, with a combination of synchronous (1.5 hours) and asynchronous activities (6.5 hours). Synchronous activities will be in the form of online lectures and question & answer session. These sessions will be recorded for reference. The synchronous activities will be run on Sept 5 and 6. Asynchronous activities will involve viewing of videos and assigned readings, and completion of assignments.

Time	Activity	Output
30 mins	Lecture: Principles of teaching and learning	
30 mins	Reflection	Short essay on characteristics of my favorite teacher
30 mins	Lecture: Instructional Design and Learning Objectives	
30 mins	Lecture: Principles of Evaluation	
4 hours	Assigned readings	
2 hours	Assignment	Instructional Design Short essay on my role as a teacher

VI. Materials/References

There is no textbook assigned for this module. The reading materials and links to some video references are indicated in the study guide and are provided in the course pack.

VII. Course Requirements

For this module, the student is expected to write two short essays and develop one instructional design. These assignments must be submitted by Sept 9, 2022 at 5PM or sooner. Deductions will be made for late submissions.

VIII. Evaluation

The final evaluation of the course will be reflected in the students' official transcript of records as either Pass or Fail. However, a passing rate of 70% will be set and will be based on the following:

Short essays : 20%
Instructional Design: 80%

IX. Module Coordinators

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Format for submission of assignments:

File Name: [SURNAME_FIRSTNAME] PEDAGOGY 2022 ASSIGNMENT [2]For submission of