

Your Assignment: Make your own INTERACTIVE teaching session ie. chalk talk, worksheet, discussion, etc.

PowerPoint is somewhat *discouraged* because the goal is to be able to teach in any environment on the wards and because PowerPoint tends to be inherently less interactive. If using PowerPoint, please try to make as INTERACTIVE as possible using examples & tips presented in the course (ie. don't just read off slides!). **Note: current plan is for presentations to be conducted **IN PERSON** in February/March 2026**

How do I choose a topic?

Please sign up for a topic on [HERE for February students](#) and [HERE for March students](#). You can choose a topic that is already listed (or modify to narrow the scope) or you can write in your own topic. Topics do not have to be specific to internal medicine, but should be related to medicine in general.

Can I choose the same topic as somebody else?

We recommend avoiding the same topic if you are presenting your talk on the same date/time as the other person (see RPC schedule for details). Otherwise, it's okay to have more than one person present on a topic; however, students should work on assignments independently.

How long should my teaching session be?

Please plan to take **10 minutes maximum!** Most students go well over this time limit, so plan accordingly. We will cut you off after 10 minutes, so we highly recommend *practicing your talk out loud* in order to make sure it is appropriately limited in scope.

Will I get any additional guidance prior to making my presentation?

Yes! Attend "High-Yield Teaching in the Clinical Space: Chalk Talks & Teaching Scripts" with Dr. Huey and Dr. Levy and keep your eye out for additional content on the IM RPC schedule under the "Links and Resources" tab in the "Residents as Teachers" section.

When do I present? What is the structure of student lecture sessions?

You will present your interactive teaching session during your assigned time in the 3rd or 4th week of the RPC. Each student will present (with a strict 10-minute time limit!) to a small group of their peers and one facilitator. Once time is up, you will receive feedback from your peers via an "educational autopsy" or round robin style feedback.

What is an educational autopsy?

This feedback mechanism is adapted from our Emergency Medicine MedEd colleagues. Click [HERE](#) for additional information.

I did my teaching session! How do I contribute to the collaborative learning environment?

After your teaching session we strongly encourage you to revise your teaching script/resource based on feedback you received. By the end of the course, please upload your teaching script/teaching resources to the shared folder: [FEB students](#) or [MARCH students](#). We encourage you to look at & learn from your colleagues' submissions!

Questions about the assignment? Please email Amanda Huey at hueya@med.umich.edu.

Student Presentation Planning Worksheet

Amanda Huey & Kate Levy

Remember- 10 minutes max for presentations!

CLINICAL TRIGGER: What topic would you like to cover? What is readily encountered in clinical care? How will you “hook” your audience? ie. clinical scenario, personal example, epidemiology, etc.

TARGET AUDIENCE: Who is your target audience? Beginning clinical student? Sub-I? Co-intern?

HIGH-YIELD TEACHING POINTS: What is the goal of your teaching session? What are your objectives? What are the key concepts you want to teach? ie. Reviewing pathophysiology, interpreting lab tests, clinical management pearls, etc.

EVIDENCE-BASED RESOURCES: What evidence-based resources will you use to develop your teaching script? ie. MM clinical guidelines, society guidelines, Choosing Wisely campaign, JAMA Rational Clinical exam, etc.

LEARNING STRATEGIES: How can you help your audience remember key teaching points? ie. Mnemonic, algorithm, advanced organizer, etc. What questions will you pose to your learners?

IMPLEMENTATION & ANTICIPATED BARRIERS: Consider the setting where you will use the script. What are anticipated barriers to actually doing?

EVALUATION: How will you know whether you achieve your teaching objectives?