4th Year Required Courses
HSP Review
November 2007
Dartmouth Medical School
Course Overview

- One month Course
- Large group/Small group format
  - All time at DHMC
  - Recognized/Distinguished speakers
- Eight teams lead small groups
  - Physician/non-Physician co-leaders
  - Loosely structured to allow individual exploration
  - Student leads one session
Course Info/Goals

- [http://cedo.info/~hsp/Preface.html](http://cedo.info/~hsp/Preface.html)

- provoke study, reflection, and honest conversation about ..... problems rooted in the processes, attitudes, and environments of healthcare

- Around themes of health finance, policy, improvement
Schedule Feb 4 – Mar 5 2007

Monday 8:00 – 10:15
Tuesday 9:30 – 11:45
Wednesday 8:00 – 9:45
Thursday 9:30 – 11:45
Friday 8:00 – 10:15

Feb. 4
7:30 Breakfast 8:15

Intro to course 9:00
Intro to small group 5
Large group Nancy Formella
6 Small group 7
Large group Susan Dentzer
8 Large group Amitabh Chandra
11 Large group Amitabh Chandra
12 Small group 13
Small group 14
Large group Elliott Fisher
(Suzanne Burge)
15 Small group 18
Large group 19
Small group Gil Welch
20 Small group 21
Large group Stephen Plume
22 Small group 25
Large group Lee Dunn
26 Large group Lee Dunn
27 Small group 28
Large group Jon Lurie/Worth Parker
29 Small group March
3 Large group 9:30-11:45
Student presentations
4 Large group 9:30-11:45
Student presentations and final exam
5 1:00 – 3:15
Small group course wrap-up
Grading/Evaluation

- Final exam based on Large group lectures
  - Small group takes exam collectively
- Individual presentation to the class
  - Student chosen topic
  - Topic evolved in small group sessions
- Leadership in class
  - Agenda and self assessment
Student Evaluations, 2007

- Five point scale
  - 1 Poor
  - 2 Fair
  - 3 Good
  - 4 Very good
  - 5 Excellent

- Mean response: excludes responses of "Don’t know" or "N/A"
Student Evaluations (n=61)

- Overall quality of your learning: 3.71
  - 4.00
  - 3.43
  - 3.43
  - 3.43
  - 2.71
  - 3.86
  - 4.14
  - 3.71
Student Evaluations (n=61)
Small groups

- A) Effectiveness of facilitator: 3.95
- B) Quality of rapport with facilitator: 4.25
  - 4.71  4.86
  - 3.43  3.86
  - 4.43  4.57
  - 3.14  3.71
    - 1.86  1.86
  - 4.14  4.29
  - 4.00  4.43
  - 3.86  4.00
Student Evaluations (n=61)

- Organization and planning: 3.47
- Large group effectiveness: 3.94
  - 3.86   4.29
  - 3.00   3.86
  - 3.71   3.86
  - 3.00   3.57
    - 2.57   3.14
  - 3.29   3.71
  - 3.71   3.71
  - 3.71   4.57
Student Evaluations (n=61)

- Effectiveness at achieving Goals: 4.31
  - 4.71
  - 4.29
  - 4.14
  - 4.00
    - 3.00
  - 4.43
  - 3.86
  - 4.71
Student Evaluations (n=61)  
Narrative comments

The match - It is difficult to focus on the match, pharm, and HSP at the same time:

- surrounding this course was the timing. It started as some of us were still doing interviews and second looks and while we were forming our rank lists.

- devote to HSP because I was busy studying for pharmacology.

I feel like I got the CECS view on things, but all other viewpoints were not represented. I feel like some of the presenters were fairly patronizing of any viewpoint that disagreed with their overall thought process.

- they also all work on the same team here at Dartmouth and present a very one-sided view of health care issues.

- community hospitals and how they are dealing with costs and quality measures. All we heard about was academic medical centers.
however, I wondered whether it presented both sides of the story.

- It was a "grass is greener on the other side" book that did a poor job of trying to compare .... systems. The authors' contempt for the US system was distracting.

....definitely strongly opinionated from the view of a family practitioner.
**Summary**

- Very Good course, that truly provoked students.
- **Scheduling issues:**
  - Around interviews and match list.
  - Around HSP and Clinical Pharmacology
- **Dependence on Small Groups**
  - 7/8 a strong +
  - 1/8 a disaster!
Areas for Focus/Discussion

- Single Text Course designed to provoke discussion?
  - Where is the time for retort?
- A maturing model of a more rigorous 4th year curriculum.
- Small group leadership
  - how to monitor??