Year 1 Subcommittee

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Biochemical and Genetic Basis of Medicine

• Major topics:
  proteins
  nucleic acids and gene expression
  recombinant DNA
  genetics
  cell biology and cancer

• Course Director: Larry Myers, PhD
Pedagogy

- Lectures
  (38 hrs./50 hrs. = 76% of total course hours)

- Small group discussions
  (12 hrs./50 hrs. = 24% of total course hours)
Assessment

- Quizzes (5) – 60%
- Final Exam – 35%
- Article Discussion Study Guides (2) – 5%
Course Outcomes – Student Data

• Overall satisfaction was 3.94 (good – very good)

• Strengths
  approachable and supportive faculty; well organized course with clear expectations; good clinical relevance of course material; useful small group sessions; comprehensive and clear notes

• Suggestions
  more self-assessment opportunities; more use of ARS; revise format of review sessions; revise coverage of some content (recombinant DNA)
Course Outcomes – Step I

- Over the past 4 years, DMS students have averaged scores of 0.28 SD above the national mean in biochemistry on Step I.

- In 2011, students scored .42 SD above the national mean, ranking biochemistry #17 (tied with histology and cell biology) out of 21 basic science disciplines reported by the NBME.
Course Outcomes – AAMC GS

• “Indicate how well you think that instruction in Biochemistry prepared you for clinical clerkships and electives”. (1=poor; 2=fair; 3=good; 4=excellent)

Data for the last three years was: 2.8 (2009), 2.7(2010), 2.5(2011). The 2011 mean for all schools in biochemistry was 2.7. Note that this data reflects both the fall and winter terms of biochemistry.
Conclusions

- subcommittee feels that there are no significant problems in the course

- subcommittee appreciates Dr. Myers’ efforts in leading the course and the fact that he is receptive to constructive feedback

- subcommittee feels that some minor “tweaking” will address issues
Recommendations

• investigate more active modes of learning/new methods of pedagogy to incorporate into the course (LCME recommends lectures = <40% course time)

• revise lectures on recombinant DNA

• continue to encourage use of ARS

• consider additional roles for Dr. Ahmed
Recommendations

• evaluate content to determine if it is meeting the students’ needs regarding clinical relevance. Dr. Myers would like help from the MEC to identify appropriate clinical faculty and/or students to help him with this.
Human Anatomy & Embryology I

- **Major topics:**
  - back
  - upper extremity
  - thorax
  - abdomen
  - pelvis

- **Course Director:** Virginia Lyons, PhD
Pedagogy

• Lectures  
  (35 hrs./80 hrs. = 44% of total course hours)

• Small group discussions  
  (4 hrs./80 hrs. = 5% of total course hours)

• Laboratories  
  (41 hrs./80 hrs. = 51% of total course hours)
Assessment

• Quizzes (5) – 55%
• Oral laboratory quizzes (4)
• Small group discussions (4) \{ 5%
• Final exam (written and practical) – 40%
Course Outcomes – Student Data

- Overall satisfaction was 4.59 (very good – excellent)

- Strengths
  approachable and supportive faculty; good organization and presentation of the course material; useful laboratory sessions; useful small group sessions.

- Suggestions
  provide more small group sessions (or more time in existing sessions); reduce the number of lectures; more self-assessment resources.
Course Outcomes – Step I

- Over the past 4 years, DMS students have averaged scores of 0.38 SD above the national mean in gross anatomy on Step I.

- In 2011, students scored .55 SD above the national mean, ranking gross anatomy #5 (tied with two other courses) out of 21 basic science disciplines reported by the NBME.
Course Outcomes – AAMC GS

- “Indicate how well you think that instruction in Gross Anatomy prepared you for clinical clerkships and electives”.
  (1=poor; 2=fair; 3=good; 4=excellent)

Data for the last three years: 3.5 (2009), 3.6(2010), 3.5(2011). The 2011 mean for all schools in gross anatomy was 3.4. Note that this data reflects both the fall and winter terms of gross anatomy.
Conclusions

• subcommittee feels that there are no significant problems in the course

• subcommittee appreciates Dr. Lyons’ efforts in leading the course and her willingness to try new things in response to student feedback

• subcommittee feels that some minor changes will improve the course
Recommendations

• reduce the number of lectures in the course

• reorganize the schedule to allow more time for solving problems in small groups, as the students feel this is a useful learning experience.

• increase active learning activities in the classroom
Recommendations

• evaluate the quiz content to make sure students can achieve a passing grade if they have achieved a reasonable level of mastery of the material.

• emphasize course resources better so more students take advantage of them.