Course Review

Advanced Medical Sciences

Course review committee: John Dick (chair), Glenda Shoop, Adam Weinstein, Sarah Freemantle Brian Reid

Course director: Tim Lahey

August 2015
Review of Year 4 Advanced Medical Sciences course

- Course occurs in March of Year 4
- Course Director – Dr. Tim Lahey
- Course has 39.5 curricular hours
Course Overview

• In this course you will explore what it means to be "the complete physician," you will sharpen clinical skills you will need in internship, and you will explore topics of personal interest to you in small group tutorials.
Course Objectives

• 22 Existing Objectives
• Proposal to narrow to 10 new objectives
## Medical Science Objectives

<table>
<thead>
<tr>
<th>Existing Objective in <strong>Medical Science</strong></th>
<th>Geisel Domain</th>
<th>New Objective</th>
<th>Geisel Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall key concepts in basic sciences.</td>
<td>MS.2 Demonstrate core biomedical and social science knowledge necessary to understand the structure, function, and management of human health and disease.</td>
<td>Practice interpretation of common diagnostic findings into the formulation of a management plan for common clinical emergencies</td>
<td>MS.2 Demonstrate core biomedical and social science knowledge necessary to understand the structure, function, and management of human health and disease.</td>
</tr>
<tr>
<td>Review the role of discovery in physician careers.</td>
<td>MS.2 Demonstrate core biomedical and social science knowledge necessary to understand the structure, function, and management of human health and disease.</td>
<td>Integrate foundational sciences with clinical reasoning</td>
<td>MS.5 Demonstrate sound clinical reasoning through the integration of medical science knowledge and critical thinking skills.</td>
</tr>
<tr>
<td>Discuss core concepts in basic medical management skills needed for internship.</td>
<td>MS.5 Demonstrate sound clinical reasoning through the integration of medical science knowledge and critical thinking skills.</td>
<td>Review cutting edge technologies with local faculty experts</td>
<td>MS.1 Describe the scientific method and how it informs the discovery and refinement of medical knowledge.</td>
</tr>
<tr>
<td>Practice key components of medical imaging, cancer pathogenesis and genetics.</td>
<td>MS.5 Demonstrate sound clinical reasoning through the integration of medical science knowledge and critical thinking skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review novel medical technologies including HIV immunology, novel non-invasive surgeries, and novel approaches to neurosurgical management.</td>
<td>MS.1 Describe the scientific method and how it informs the discovery and refinement of medical knowledge.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Clinical Care Competencies

<table>
<thead>
<tr>
<th>Existing Objectives in Clinical Care</th>
<th>Geisel Domain</th>
<th>New Objective</th>
<th>Geisel Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate proficiency at life-saving techniques in cardiopulmonary resuscitation.</td>
<td>CC.10 Demonstrate proficiency in performing select clinical and operative procedures under appropriate supervision.</td>
<td>Drop – covered in ACLS</td>
<td></td>
</tr>
<tr>
<td>Practice major diagnostic tests in hemodynamics and pulmonary management.</td>
<td>CC.4 Identify common abnormalities and urgent findings on frequently ordered laboratory and diagnostic studies.</td>
<td>Practice the simulated management of clinical emergencies</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>CC.10 Demonstrate proficiency in performing select clinical and operative procedures under appropriate supervision.</td>
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</tbody>
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## Collab and Teamwork

<table>
<thead>
<tr>
<th>Discuss means of establishing congenial teaching atmosphere</th>
<th>CT.2 Collaborate, using strengths of each discipline, to develop and work toward shared goals.</th>
<th>Drop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss means of establishing congenial teaching atmosphere</td>
<td>CT.6 Apply communication skills to the work of a team.</td>
<td>Drop</td>
</tr>
</tbody>
</table>
# Communication Skills Objectives

| Review social, economical and cultural factors that influence medical care for marginalized populations. | CS.2 Demonstrate empathy for individuals’ concerns, and be respectful of others’ perspectives and personal, cultural, and religious values. | Sharpen clinical communication skills as a clinician, teacher and mentor | CS.1 Build rapport by listening actively, compassionately, and respectfully. |
| Review methods for establishing effective doctor-patient communications. | CS.1 Build rapport by listening actively, compassionately, and respectfully. | Drop | |
| Review effective approaches to teaching during residency | CS.6 Communicate accurately, succinctly, and in a timely manner. | Drop | |
## Evaluation and Improvement

<table>
<thead>
<tr>
<th>Existing Objective in EIM</th>
<th>Geisel Domain</th>
<th>New Objective</th>
<th>Geisel Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the larger environment in which healthcare occurs and the physician's role in its improvement</td>
<td>EIM.7 Explain the role of physicians in leading discovery, evaluation, translation, improvement, and innovation in medicine and public health.</td>
<td>None</td>
<td>None</td>
</tr>
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</table>


## Personal, Prof, and Leadership Dev.

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<tr>
<td>Consider the role of personal responsibility and scholarly endeavor in lifelong physician education</td>
<td>PPLD.1 Demonstrate critical and accurate self-assessment, reflection, and effective learning strategies to engage in lifelong learning to improve one’s performance.</td>
<td>Discuss ways to enhance resilience despite the challenges of medicine</td>
<td>PPLD.2 Demonstrate skills in resilience by taking responsibility for one’s own physical, emotional, mental, and social health and well-being, accessing appropriate assistance as needed.</td>
</tr>
<tr>
<td>Describe ways of ensuring enduring physical and mental wellbeing</td>
<td>PPLD.2 Demonstrate skills in resilience by taking responsibility for one’s own physical, emotional, mental, and social health and well-being, accessing appropriate assistance as needed.</td>
<td>Demonstrate self-assessment as means for taking responsibility for personal professional development</td>
<td>PPLD.1 Demonstrate critical and accurate self-assessment, reflection, and effective learning strategies to engage in lifelong learning to improve one’s performance.</td>
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<tr>
<td>Formulate a plan for mindfulness and personal reflection</td>
<td>PPLD.2 Demonstrate skills in resilience by taking responsibility for one’s own physical, emotional, mental, and social health and well-being, accessing appropriate assistance as needed.</td>
<td></td>
<td>PPLD.4 Elicit, learn from, and offer constructive feedback.</td>
</tr>
<tr>
<td>Describe a plan for continuous inquiry and lifelong learning</td>
<td>PPLD.1 Demonstrate critical and accurate self-assessment, reflection, and effective learning strategies to engage in lifelong learning to improve one’s performance.</td>
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### Population Health

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<td>Discuss the physician role in population level health care</td>
<td>PH.6 Explain and exemplify the role of a physician in working to improve the health, well-being, and safety of a community; promote social justice; and advocate for the public good.</td>
<td>Debate physician role as an agent of social change in medicine</td>
<td>PH.3 Assess and explain the impact of social, environmental, behavioral, economic, cultural, and personal factors on the health of individuals, and the incidence and burden of disease in populations.</td>
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<td>Review social, economical and cultural factors that influence medical care for marginalized populations</td>
<td>PH.3 Assess and explain the impact of social, environmental, behavioral, economic, cultural, and personal factors on the health of individuals, and the incidence and burden of disease in populations.</td>
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<td>PH.6 Explain and exemplify the role of a physician in working to improve the health, well-being, and safety of a community; promote social justice; and advocate for the public good.</td>
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## Professional Integrity

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<th>Explain means of prioritizing patient interest first while being aware of personal opinions and biases</th>
<th>PI.1 Place the patient’s interests first. PI. 7</th>
<th>Critique factors that shape personal performance and career goals</th>
<th>PI.7 Demonstrate awareness and manage the influence of one’s personal values and biases.</th>
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<td>Propose principles that will shape the students future career</td>
<td>PI.7 Demonstrate awareness and manage the influence of one’s personal values and biases.</td>
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<td>PI.8 Demonstrate accountability for all professional responsibilities and commitments, and take responsibility for one’s actions.</td>
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<td>Recall and renew the motivations for entering medicine</td>
<td>PI.7 Demonstrate awareness and manage the influence of one’s personal values and biases.</td>
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<td>Identify the role of the physician as a catalyst for improvement of local, regional, and global healthcare systems</td>
<td>PI.6 Minimize health care disparities while respecting patients’ values and priorities, regardless of gender, race, religion, socioeconomic status, disability, sexual orientation, or ability to pay.</td>
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Course Objectives – Geisel Competencies

There are 22 course objectives that fulfill Geisel competencies as follows:

- 5 address medical knowledge
- 2 address clinical care
- 2 address Collab and Teamwork
- 3 address communication skills
- 1 address Eval and Improvement
- 4 address Personal Development
- 2 address Population Health
- 4 address Professional Integrity
Course Objectives – Geisel Program Objectives

The course objectives fulfill the program objectives as follows:

• Course objectives address 3 of the 8 program objectives for MS
• Course objectives address 2 of the 14 program objectives for CC
• Course objectives address 2 of the 6 program objectives for C@T
• Course objectives address 3 of the 7 program objectives for CS
• Course objectives address 1 of the 7 program objectives for EIM
• Course objectives address 2 of the 8 program objectives for PPLD
• Course objectives address 2 of the 8 program objectives for PH
• Course objectives address 3 of the 8 program objectives for PI
Comment here about information on previous slide.

- The following domains seem to be covered and should be included in session level objectives
  - MS4. Use skills of critical thinking – These covered in simulation sessions
  - CC.4 Identify common abnormalities and urgent findings (Radiology, Renal, GI sessions?)
  - CC.5 Use of clinical reasoning to assess
  - CC.6 Formulation management plan guided by critical thinking
  - CT.3 share responsibilities among team members (hand offs)
  - PPLD.3 Articulate and exemplify one’s values and sense of purpose
  - PPLD.6 Engage in active discussion and debate
Course Objectives – Format/Distribution

• Do they provide course objectives in the syllabus?
  – Yes

• Are they written in the correct format?
  – Yes

• Do the course objectives distributed in the course match the ones in Ilios?
  – Data not available
Session Objectives – Format/Distribution

• Do they provide session objectives in the course materials?
  – Yes

• Are they written in the correct format?
  – Yes

• Does each session objective map back to a course objective (Ilios)
  – Data not available

• Do the session objectives match what is listed in Ilios?
  – Data not available
Session Objectives - Redundancy

• Are there major issues of redundancy with other courses?
  – Some overlap with CPT lectures – Psych, Abx
Summary regarding Objectives

• Narrowing down of course objectives seems reasonable
• Several subdomains that are taught and should be included in session level objectives
Course Learning Opportunities

- Large Group 30.5 hrs.
- Small Group 7 hrs.
- Sim Center 2 hrs.
Course Learning Opportunities

• Comments about pedagogy (e.g. are they doing anything unique? how much active learning?)
  – Simulation Center
  – Differentiation into small groups based on field of career pursuit
  – Tutorials – multiple options – CME like
Summary regarding Pedagogy

• Nice mix of learning activities
• Final essay itself is a learning activity
Assessment

• Does each Course Objective have an Assessment?
  – Needs to be more clearly indicated

• Final Essay – 5 pages +
  – “Complete Physician Essay” – Review Med school application essay and residency application essay and reflect upon how you have changed and what has affected you.
Assessment

• Other activities that are assessed?
  – Assessed via participation in small group and attendance at large group

• Are students provided with narrative feedback?
  – Yes
• Need to more clearly delineate how each course objective is assessed
Measures of Quality – Course Reviews

88 of 88 (100%) students filled out the 2014-15 academic year review for Advanced Medical Sciences
Measures of Quality – Course Reviews

• Overall Course Strengths:
  – Dr. Lahey: the discussions he led, his enthusiasm and engagement were much appreciated
  – Open, confidential class discussions
  – “How to be an Effective Intern” sessions
  – Reviewing high acuity cases
  – Dr. Manning’s ventilator lecture, shock scenarios in SIM center & resilience lecture with Dr. Lahey were consistently positively reviewed
Measures of Quality – Course Reviews

Sample Comments:

– “Practical advice on things we’ll need to know as interns by excellent teachers.”

– “Connecting with my classmates and self-reflection.”

– “Great practical review of skills necessary to be a good intern.”
Measures of Quality – Course Reviews

• Overall Suggestions for Improvement:
  – Some overlap with CPT course (i.e. acute care & psych topics)
  – Option to attend multiple tutorials/H2BEI sessions
  – Increased availability of powerpoints as references
  – More hands-on time during SIM sessions
  – Shorter page limit for Complete Physician essay (currently 5 pages)
Measures of Quality – Course Reviews

Sample Comments:

– “Some significant overlap with pharmacology course, particularly related to acute care, pressors, and antibiotics.”

– “I would love a session on ‘lines and tubes,’ perhaps by the ICU attendings. A review of their purpose and placement would be very helpful.”

– “More summary documents for tips and tricks for the wards would be great.”
Measures of Quality – Course Reviews

Additional Teachers Students Would Like Recruited...

– Dr. Thadani (Neuro emergencies)
– Dr. Gil Welch
– Dr. Bengston
– Dr. Scott Rodi (EM topics)
– Dr. James DeVries
– Dr. Nancy McNulty
– Dr. Manish Mishra
– Dr. John Dick
– Dr. Crockett
Measures of Quality – Course Reviews

1. Complete Physician Intro: (Dr. Lahey)
   – Few comments provided, but mostly positive!

   • Sample Comments
     – “This was excellent.”
     – “Could go into brief overview of sessions planned and the goal of them...”
Measures of Quality – Course Reviews

2. Ventilator: (Dr. Manning)
   – Very well-received session
   – Students appreciated the PDF notes as reference material

• Sample Comments
  – “This was the best session of the course.”
  – “Consider making this a 2 hour session or broken up into 2 separate days.”
3. Creating a Therapeutic Alliance: (Palliative Care faculty)
   - Found to be helpful but redundant with previous sessions on palliative care (i.e. during ICE)
   - First part of session “drier” than 2nd half (role playing)

• Sample Comments
  - “Watching the experts handle artificial scenarios may not be the best way to learn the material.”
  - “The beginning lecture-style approach was not very helpful or engaging.”
4. Intern Apps:
   – Would like more interaction with examples
   – Handout would be helpful for future reference

• Sample Comments
  – “Small workshop style to get these apps actually on our devices in real time.”
Measures of Quality – Course Reviews

5. Ward Skills: (Hospital Medicine faculty)
   – Very helpful session—relevant, insightful tips
   – Perhaps more role-playing and interaction

• Sample Comments
  – “More sessions like this with current residents.”
  – “Make it more interactive—have us role play signouts for example.”
6. Antibiotic Wheel of Jeopardy: (Dr. Lahey)
   – Students *asked* for pre-reading as a refresher
   – Would like more organization for the game aspect
   – Several students preferred more teaching, less Jeopardy

• Sample Comments
  – “I wish we could use a similarly engaging format (open questions) without having to use Jeopardy specifically, as to make the session more efficient.”
Measures of Quality – Course Reviews

7. Acute Care Cases: (Rutman et al)

• Sample Comments
  – “Case topics seemed too scattered.”
  – “I think a greater focus on cases and steps to solving difficult problems would be helpful.”
Measures of Quality – Course Reviews

8. Science, Society, and the Physician: (St. Germain)
   – Felt to be repetitive of HSP topics
   – Poorly attended

• Sample Comments
  – “Overlapping concept with HSP.”
Measures of Quality – Course Reviews

9. Managing Cardiovascular Crises: (Koff et al, SIM Center)
   – Some cases repetitive of ACLS material
   – Interactive, hands-on approach appreciated

• Sample Comments
  – “I wish we had more time for cases.”
  – “Perhaps having fewer, more difficult/complicated cases would be better.”
10. Psychiatry for Interns: (Dr. Duncan)
   – Few constructive comments provided

• Sample Comments
  – “The style was heavily didactic and boring.”
Measures of Quality – Course Reviews

11. Tools for Teaching in Residency: (Drs. Weinstein/Pinto-Powell)
   – Some students felt there were too many cases or had trouble completing the objective

   • Sample Comments
     – “Clearer instructions. Less role playing? Smaller groups?”
     – “I thought this session was great and very useful. I’m not one for role play, but it made sense for this.”
Measures of Quality – Course Reviews

12. Radiology Review: (Dr. Lewis)
   – Great sessions and perceived as very helpful
   – 1 session instead of 2 would be preferred

• Sample Comments
  – “This was extremely helpful and well run. Super high yield for everyone I believe.”
13. Managing Renal Crises: (Dr. Block)
   – Students would have preferred a more interactive presentation

   • Sample Comments
   – “I think it would be helpful to focus more on common rules we will have to know about fluids and electrolytes...”
   – “Would have liked some peds cases.”
Measures of Quality – Course Reviews

14. Managing GI Crises: (Drs. Bensen/Levy/Dinani)
   – Few comments provided
   – Great use of small groups
Measures of Quality – Course Reviews

15. Practice Resilience: (Dr. Lahey filling in for Dr. Donnelly)
   – Students appreciated Dr. Lahey’s ad lib facilitation

• Sample Comments
  – “Thank you Dr. Lahey for guiding us through a very productive session unexpectedly.”

  – “…it turned out to be the best discussion group session I’ve had in all four years.”
16. Managing Surgical Crises: (Dept. of Surgery faculty)

- Sample Comments
  - “Loved the panel and various levels of training represented.”
  - “More time and cases would’ve been helpful. Including pediatric ones!”
Measures of Quality – Course Reviews

17. Complete Physician Conclusion: (Dr. Lahey)
   – Generally very well-received

• Sample Comments
  – “This was a fantastic session. Raw, honest, constructive.”
  – “Great to hear different stories and perspectives.”
18. How to Be an Effective Intern (varied sessions)

• Sample Comments
  – “Would have liked to hear from current interns.”
  – “Emergency medicine doesn’t really fit into a box– the rounding, signout, and night float advice did not seem very applicable to me.”
Measures of Quality – Course Reviews

19. Tutorial (based on student ranking)

• Sample Comments
  – “The outline and direction of discussion was a little confusing and unclear to me.”
  – Leadership: “There was much less work on leadership and much more on wellness than I was expecting...”
Measures of Quality – Course Reviews

Required Essay

– 2 general camps: some found it helpful to reflect, others did not
– Several students felt the min. page requirement was a bit daunting (5 pages)
– Perhaps having the discussion beforehand would have been helpful

• Sample Comments
  – “Useful thought exercise, though writing to fill 5 pages felt like busywork.”
  – “I was initially skeptical but found the reflection valuable.”
Summary Regarding Measures of Quality

"Topic Was Relevant to My Training"

<table>
<thead>
<tr>
<th>Topic</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ventilator Review</td>
<td>4.7</td>
</tr>
<tr>
<td>Radiology Review</td>
<td>4.5</td>
</tr>
<tr>
<td>Cardiovascular Cases</td>
<td>4.3</td>
</tr>
<tr>
<td>Abx Wheel of Jeopardy</td>
<td>4.1</td>
</tr>
<tr>
<td>Complete Physician Conclusion</td>
<td>4.0</td>
</tr>
<tr>
<td>Managing Surgical Crises</td>
<td>4.0</td>
</tr>
<tr>
<td>Acute Care Cases</td>
<td>4.0</td>
</tr>
<tr>
<td>Complete Physician Intro</td>
<td>4.0</td>
</tr>
<tr>
<td>Managing GI Crises</td>
<td>4.0</td>
</tr>
<tr>
<td>Tools for Teaching</td>
<td>3.9</td>
</tr>
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<td>Psychiatry for Interns</td>
<td>3.9</td>
</tr>
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<td>Managing Renal Crises</td>
<td>3.9</td>
</tr>
<tr>
<td>Creating a Therapeutic Alliance</td>
<td>3.8</td>
</tr>
<tr>
<td>Science, Society, Physician</td>
<td>3.8</td>
</tr>
<tr>
<td>Practice Resilience</td>
<td>3.7</td>
</tr>
</tbody>
</table>

* 1 = disagree strongly; 2 = disagree; 3 = neutral; 4 = agree; 5 = agree strongly
Summary Regarding Measures of Quality

"Speaker Used Compelling Approaches to Teaching"

* 1 = disagree strongly; 2 = disagree; 3 = neutral; 4 = agree; 5 = agree strongly
Summary Regarding Measures of Quality

"Time Alloted Was Adequate"

* 1 = disagree strongly; 2 = disagree; 3 = neutral; 4 =agree; 5 = agree strongly
Summary Regarding Measures of Quality

• Strengths:
  – Enthusiasm and engagement from faculty
  – Appropriate choice of relevant material
  – Open, confidential class discussions
  – Interactive, hands-on cases in SIM center
Summary Regarding Measures of Quality

• Suggestions for improvement:
  – Increase availability of slides before and after lectures
  – Shorten required essay length
  – Allow option for attendance to multiple tutorial sessions
  – More hands-on time in the SIM lab with fewer cases
  – Workshop session to employ apps real-time
Recommendations

• Would change the name of the course to better capture its content... eg “Professional Formation of the Complete Physician”
• Remove the following Objective “Demonstrate proficiency at life-saving techniques in cardiopulmonary resuscitation” as this is covered in ACLS.
• Otherwise adopt new proposed course objectives
• Clearly identify how each objective is assessed
Recommendations

• Map session objectives to the following Geisel subdomains to better capture what you are covering:
  – MS.4 Use skills of critical thinking – These covered in simulation sessions
  – CC.4 Identify common abnormalities and urgent findings (Radiology, Renal, GI sessions?)
  – CC.5 Use of clinical reasoning to assess
  – CC.6 Formulation management plan guided by critical thinking
  – CT.3 share responsibilities among team members (hand offs)
  – PPLD.3 Articulate and exemplify one’s values and sense of purpose
  – PPLD.6 Engage in active discussion and debate

• Change title of Dr. St. Germain’s Lecture to better capture its content
• Revamp psychiatry lecture to better differentiate it from the lecture given in CPT
• Make Medical Apps lecture more interactive by having students actually use the apps.
• Consider enhancing biomedical science themes within existing GI and Renal sessions (or other sessions – physiology review of shock prior to Sim Center Session?) to better portray the importance of the Complete Physician’s need to understand basic science concepts and their application to real clinical problems.
Recommendations

• For MEC....
  – Consider merging HSP and AMS especially as HSP topics will be covered with new curriculum in health care delivery and in that AMS may benefit by morphing more into intern readiness topics.
# Action Plan

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<thead>
<tr>
<th>Course Review Recommendations</th>
<th>Course Director Response</th>
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<tr>
<td>Would change the name of the course to better capture its content... eg “Professional Formation of the Complete Physician”</td>
<td>Suggested new name: “The Complete Physician”</td>
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<td>Remove the following Objective “Demonstrate proficiency at life-saving techniques in cardiopulmonary resuscitation” as this is covered in ACLS.</td>
<td>Done</td>
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<td>Otherwise adopt new proposed course objectives</td>
<td>Thanks</td>
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<td>Clearly identify how each objective is assessed</td>
<td>Will do (see appendix)</td>
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<td>Change title of Dr. St. Germain’s Lecture to better capture its content</td>
<td>Changed to “Physicians &amp; Scientific Advocacy”</td>
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<td>Revamp psychiatry lecture to better differentiate it from the lecture given in CPT</td>
<td>Already underway</td>
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<td>Make Medical Apps lecture more interactive by having students actually use the apps.</td>
<td>Not sure how this is possible as most are paid apps but will work with librarian on this</td>
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<td>Consider enhancing biomedical science themes within existing GI and Renal sessions (or other sessions – physiology review of shock prior to Sim Center Session?) to better portray the importance of the Complete Physician’s need to understand basic science concepts and their application to real clinical problems.</td>
<td>Biomedical themes already included in these well-received sessions but will encourage session leaders to continue to emphasize these topics.</td>
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<td>For MEC…. Consider merging HSP and AMS especially as HSP topics will be covered with new curriculum in health care delivery and in that AMS may benefit by morphing more into intern readiness topics.</td>
<td>Open to the idea of a merged spring “Boot Camp” course, happy to collaborate with others on this. Would be ideal to rethink the mission of CPT in light of recent HCDS course expansion before moving forward with merger</td>
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Appendix: New Objectives & Their Assessment
## Medical Science Objectives

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<th>New Objective</th>
<th>How student competency assessed</th>
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<td>Practice incorporation of common diagnostic findings into the formulation of a management plan for common clinical emergencies</td>
<td>Students certify that they have participated in 80% of course sessions</td>
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**Communication Skills Objectives**

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<tr>
<td>Sharpen clinical communication skills as a clinician, teacher and mentor</td>
<td>Students certify that they have participated in 80% of course sessions</td>
</tr>
</tbody>
</table>
## Personal, Prof, and Leadership Dev.

<table>
<thead>
<tr>
<th>New Objectives</th>
<th>How student competency assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss ways to enhance resilience despite the challenges of medicine</td>
<td>Students certify that they have participated in 80% of course sessions</td>
</tr>
<tr>
<td>Demonstrate self-assessment as means for taking responsibility for personal professional development</td>
<td>Final assignment</td>
</tr>
</tbody>
</table>
Population Health

<table>
<thead>
<tr>
<th>New Objective</th>
<th>How student competency assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debate physician role as an agent of social change in medicine</td>
<td>Discussions regarding final assignment</td>
</tr>
</tbody>
</table>
# Professional Integrity

<table>
<thead>
<tr>
<th>New Objectives</th>
<th>How student competency assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique factors that shape personal performance and career goals</td>
<td>Final assignment</td>
</tr>
</tbody>
</table>