Action Plan Response to HSP Review

The 2013 MEC Review of HSP resulted in a number of suggestions for improving the course. These suggestions (bulleted) follow, along with our response to addressing them.

- **Measureable outcome format used for all course objectives**
  
  Minor rewording to course objectives to meet this standard.

- **Have session objectives at the front of each session**
  
  Blackboard syllabus double-checked to make sure each large group session has session objectives up front.

- **Make sure that each course objective is assessed in some way**
  
  Course objectives are assessed through one or more of the following: the course final exam, the small group project and presentation, participation in the small group.

- **Try to make the small groups as practical as possible**
  
  Each small group project is based on an actual ongoing improvement project at DH. Students have the opportunity to rank order their preference for small group projects.

- **More specifics/concrete examples in all lectures**
  
  Will tighten request to large group speakers.

- **Move 7 steps lecture earlier in the course.**
  
  Moved earlier subject to speakers’ availability.

- **Some sense that the Dartmouth story of health care delivery science is overemphasized in the course and perhaps more practical knowledge might be helpful**
  
  The students in the course come with varying exposure to the ‘Dartmouth story’. Given this variation, will continue to try to strike a balance.

- **Overall role in the curriculum for innovation and what changing HSP would mean for the overall Geisel objectives.**
  
  Will continue to lobby for a role for a course focused on innovation and R&D in medical education when HSP moves on from health care delivery science (anticipated with new curriculum).

- **Narrative feedback**
  
  By the end of the fourth year of medical education, students are transitioning to their new role as residents. Developmentally, students should be able to participate in giving/receiving peer feedback. HSP expects students to
engage in such behavior verbally in small groups and most small groups do so on a regular basis.

Plan to: 1) increase expectations for verbal small group and individual goal setting and feedback, 2) request that small groups note such feedback in the scribed notes taken during most small group sessions.

• What to do with high profile speakers that students find less effective
  - Will tighten request to large group speakers.
  - If still ineffective, will consider finding alternative speakers.