

BUILDING BETTER CURRICULUM WEBINAR

PLEASE NOTE: All users will be muted during the webinar but should use the chat feature to send questions to Angela Blood during the presentation. We will try to answer as many questions as possible at the end of the presentation.

Part 1: Mapping it all out: from Session to Course to EPO's

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Part 2: Advancing Social Justice through Curriculum.

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CUNY School of Medicine



THE UNIVERSITY OF
CHICAGO

UChicago Medicine

Pritzker School
of Medicine

Curriculum Mapping: From Session to Course to EPO's

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The University of Chicago Pritzker School of Medicine

September 9th, 2020

Disclosures

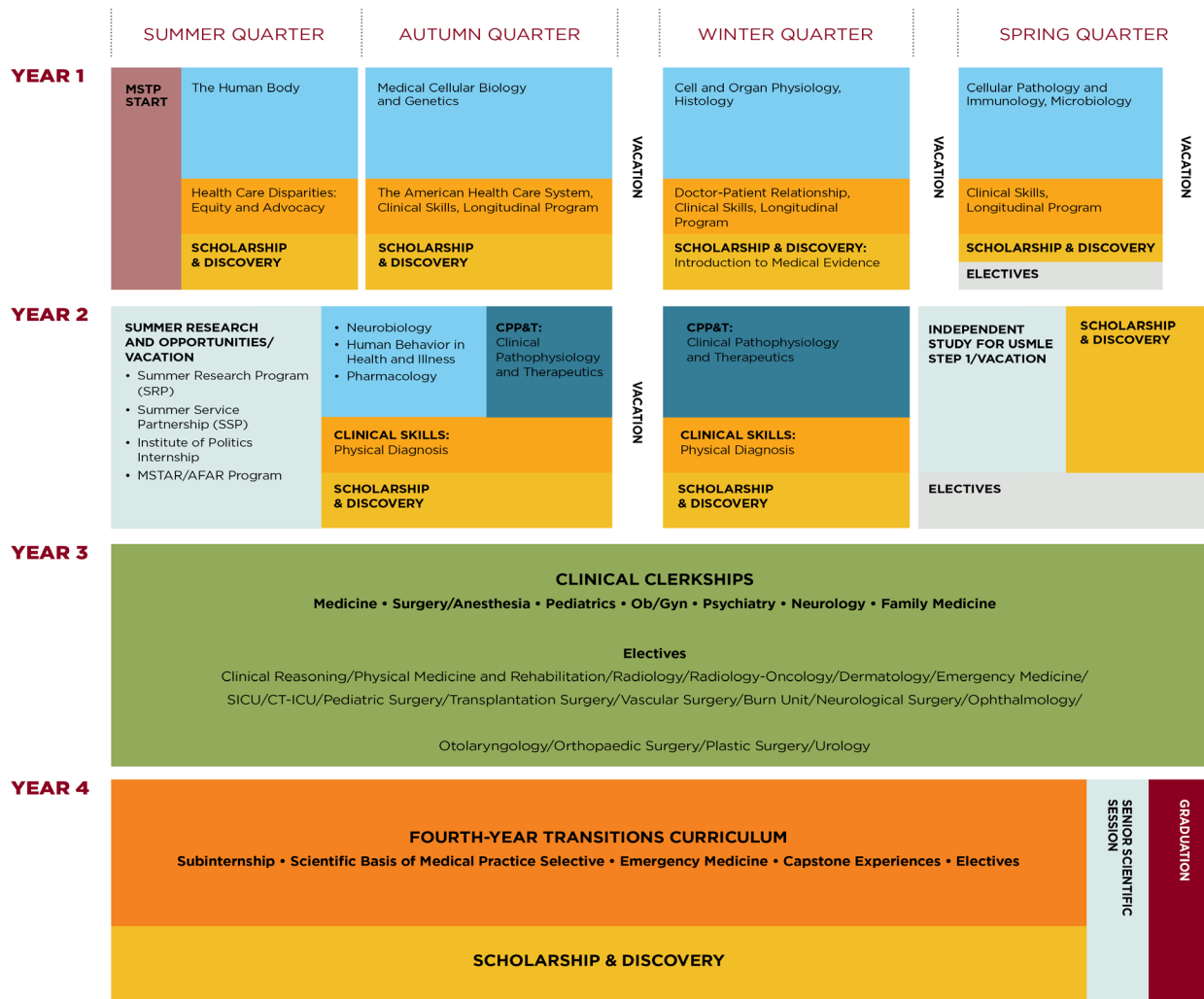
- I have no financial interests to disclose
- I am a member of the CI Committee, so I think this stuff is cool 😊

Curriculum

Our curriculum emphasizes active learning and integrates disciplines whenever possible. It also includes a required scholarly project, which gives our students the opportunity to study an area of interest in depth.

Review the map for an overview of our curriculum.

	Research/ Independent Study
	Scholarship & Discovery
	Scientific Foundations of Medicine
	P2S2: Physician- Patient-Society-Systems
	Clinical Clerkships
	Fourth-Year Transitions
	Electives
	CPP&T: Clinical Pathophysiology and Therapeutics
	MSTP Start





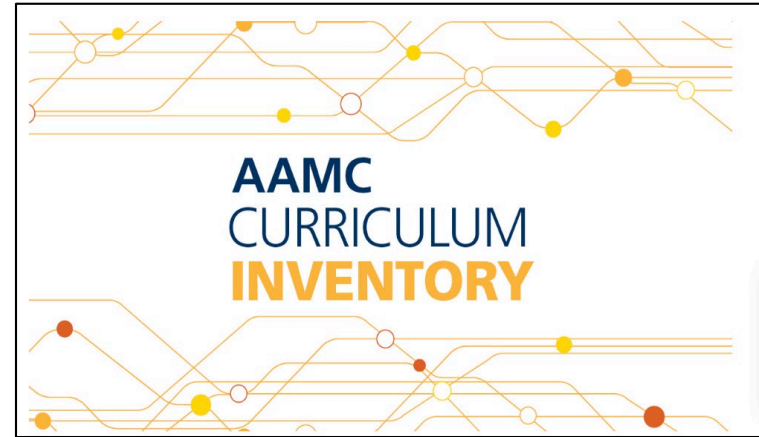
Curriculum Objectives

The educational objectives of the University of Chicago Pritzker School of Medicine's curriculum are grouped by competencies as defined by the Accreditation Council for Graduate Medical Education (ACGME) and the Physician Competency Reference Set as defined by the Association of American Medical Colleges (AAMC).

Patient Care	+
Knowledge for Practice	+
Practice-based Learning and Improvement	+
Interpersonal and Communication Skills	+
Professionalism	+
Systems-based Practice	+
Personal and Professional Development	+

Flashback to years ago...

- Stepped into my then-role as Director of Evaluation
- AAMC's Terri Cameron presents the new plan for the Curriculum Inventory at CGEA
- New LMS, evaluation and lecture capture system...in 6mos
- Convened a focus group



Where to begin?

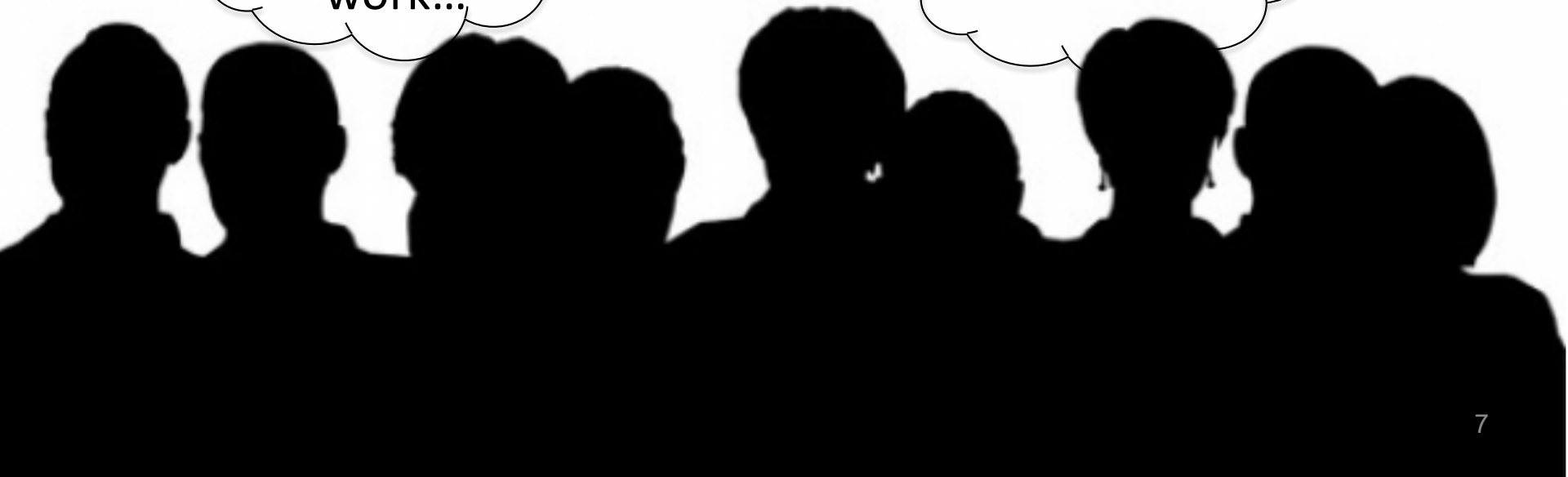
What's an objective?

This sounds like a lot of work...

We could learn so much....

What's in it for me?

#%\$!@



Lessons Learned...

- *“What’s an objective?”*
- *“What’s in it for me?”*
- *“Make it count twice”*



Academy Programs



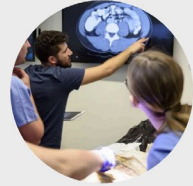
Medical Education
RFAs



Teaching Consult
Service



Faculty Development
Workshops

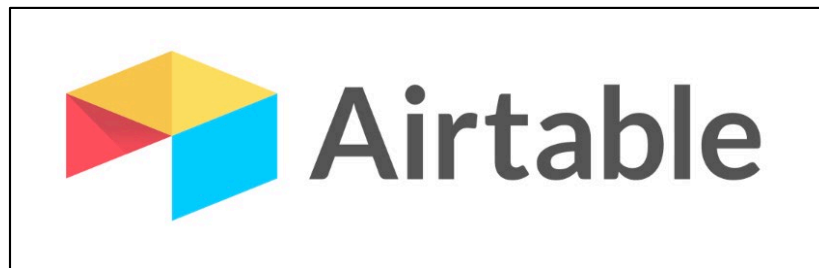


Snippets Mini-
Sessions

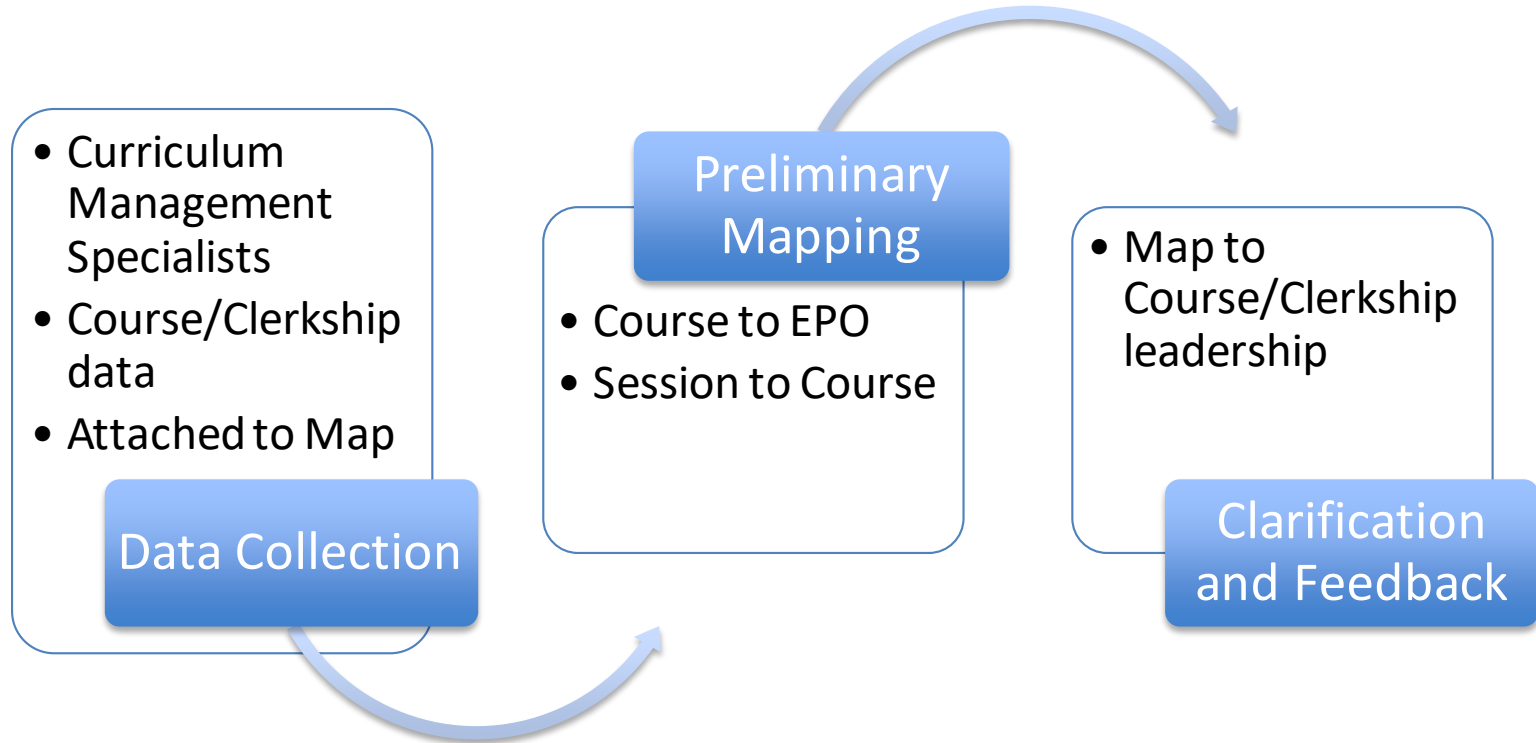


Interventions

- Course and Clerkship Director on-boarding
 - Faculty Development
- Standardization (build mapping into the process)
 - Lecture slides
 - Syllabi
 - Elective proposal forms
- Accreditation
 - Course/clerkship Dashboards
- Student-facing portal



Curricular Mapping Process





Neurology
Clerkship



Psychiatry
Clerkship



Emergency
Medicine
Clerkship



Evaluations_Inven
tory



Obstetrics and
Gynecology
Clerkship



Family Medicine
Clerkship



The Human Body
48



Medical Cellular
Biology and
Genetics 52



Health Care
Disparities 49



The American
Healthcare
System 53



Introduction to
Medical Evidence
59



Cell and Organ
Physiology 54



Microbiology Session Level Objectives MAP

HELP ? 1

Map

Course

Course Objectives

Pritzker EPOs

Event

AMs

IMs

RTs

HTs

SO

SHARE

AUTOMATIONS

BLOCKS

VIEWS

Mapping-MICRO

Hide fields

Filter

Group

Sort

Color

Share view


<input type="checkbox"/>	Map I_D_Field	A EventNa...	Course Documents	EventT...	Total Time	Faculty
<input type="checkbox"/>	Week 1 - Introduction Virology	Week 1 - Intro...		Lecture	0.83	Randall, Glen
2	Week 1 - Lecture - Naked DNA	Week 1 - Lectu...		Lecture	0.83	Randall, Glen
3	Week 1 - Lecture - Herpesviruses	Week 1 - Lectu...		Lecture	0.83	Randall, Glen

Microbiology Session Level Objectives MAP

HELP ? 1

Map															Course	Course Objectives	Pritzker EPOs	Event	AMs	IMs	RTs	HTs	SO				SHARE	AUTOMATIONS	BLOCKS					
VIEWS															Mapping-MICRO		Hide fields	Filter	Group	Sort	Color	Share view												
Map I_D_Field															IMs			Primary IM			AMs													
1	Week 1 - Introduction Virology														Lecture	Case-Based Instruction/ Learning				Lecture	Participation													
2	Week 1 - Lecture - Naked DNA														Lecture	Case-Based Instruction/ Learning				Lecture	Participation													
3	Week 1 - Lecture - Herpesviruses														Lecture	Case-Based Instruction/ Learning				Lecture	Participation													
4	Week 1 - Small Group - Case Study Introduction														Case-Based Instruction/ Learning				Discussion, Small Group [â				Discussion, Smal	Peer Assessment	Participation	Narrative Asse								
5	Week 2 - Lecture - RNA viruses: Coronaviruses														Lecture	Case-Based Instruction/ Learning				Lecture	Participation													
6	Week 2 - Lecture - RNA: Influenza virus														Lecture	Case-Based Instruction/ Learning				Lecture	Participation													

AirTable: Course



Microbiology Course Objectives MAP

Map

Pritzker EPOs

VIEWS

Contact Hours - All

Hide fields

Filter

Group

Sort

Color

...

Find a view

Mapping-MICRO

Contact Hours - All

Contact Hours - Lecture

Contact Hours - Small Group

Contact Hours - Lab

Contact Hours - Exam

Contact Hours - Review

	Course Learning Objectives	EPOs	
1	Identify common infectious agents and the diseases that they cause	1.6 2.10 1.1	
2	Recall microbial classification	2.10	
3	Recall clinical features of microbial infections, allowing their diagnosis	1.6 2.10 1.1	
4	Describe the mechanisms of action and resistance to anti-microbial therapeutics	1.6 2.10	
5	Recall the strategies of microbial replication and pathogenesis	2.10	
6	Present clinical case studies, including patient history, exam, differential diagnosis, appropriat...	2.10 1.2 1.1	
7	Describe methods by which a microbe is diagnosed in the laboratory, including the culture a...	2.10	
8	Explain mechanisms by which an infectious agent causes disease	2.10 1.1	
9	Recall appropriate anti-microbial treatment and prevention	2.10 1.1	
10	Recall the basic concepts in vaccine design and efficacy	1.6 2.10	
11			

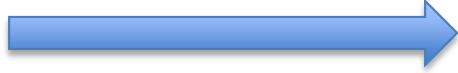
AirTable: Clerkship

Internal Medicine Jr. Clerkship Objectives M...				
Clerkship Objectives				
EPOs Event AMs IMs RTs HTs SOs Faculty Step1 SO EPOs				
VIEWS Grid view Hide fields Filter Group Sort Color				
Find a view	Name	EPOs	EPONumber (from C...	Map
Grid view	1 Students will be able to apply the skills of history-taking and physical examination to patient care.	1.2 - Acquire a high level of clinical proficiency	1.2, 1.1, 4.19, 4.20	
Form	2 Students will identify the acquisition, selection, and limitations of laboratory data for their patient cases.	1.6 - Perform medical, diagnostic, and surgical	1.6, 2.10	
	3 Students will apply the fundamentals of the medical sciences to the clinical care of patients.	2.10 - Demonstrate a thorough understanding	2.10	
	4 Students will identify basic clinical reasoning skills and will be able to construct appropriate differential diagnoses for a wide range ...	1.2 - Acquire a high level of clinical proficiency	1.2, 1.6, 1.1, 2.10	
	5 Students will illustrate the clinical reasoning process and identify the management for the 21 symptoms listed in the OSCE section ...	1.1 - Apply medical knowledge to achieve app	1.1, 1.6, 1.9	
	6 Students will construct comprehensive assessment and treatment plans for each patient that considers all of the patients' medical p...	1.3 - Demonstrate in clinical care an understan	1.3, 1.4, 1.1	
	7 Students will perform the skills necessary to critically evaluate the medical literature and apply new developments into medical prac...	3.15 - Develop and utilize the skills necessary t	3.15, 3.16	
	8 Students will illustrate effective communication skills: talking with patients and their families, orally presenting cases, discussing cas...	4.19 - Communicate effectively with patients, f	4.19, 4.20	
	9 Students will deliver patient education and develop meaningful discharge plans to assure maximization of the patient's functional s...	1.5 - Counsel and educate patients and their fa	1.5, 1.3, 1.4	
	10 Students will summarize the concepts and practice of practice based improvement, systems based practice, and the efforts to reduc...	6.24 - Demonstrate an understanding of variou	6.24, 6.25, 6.27, 6.26	
	11 Students will illustrate professionalism in all professional actions and interactions.	5.22 - Demonstrate sensitivity and responsiver	5.22, 5.23	
	+			

AirTable: Session-level Objectives

	Map I_D_Field	A Session Objective 1 text	Session Objective 1 E...	A Sessio...	Session Objective 2...	A Session Objective 3 text
1	Introduction to SP's	Introduce standardized patients as...	5.23 4.19 3.13 1.2	Recognize an...	5.23 4.20 4.19 3.13 1.2	Work alongside standardized patient
2	Introduction to the course	Demonstrate advanced beginner le...	5.23 4.20 4.19 1.2	Formulate o...	5.23 4.20 4.19 1.2	Employ advanced beginner level of re
3	Completing the Database (Group...	Appreciate patient-centered skills ...	5.23 4.20 4.19 1.5 1.4 1.1	Describe the ...	4.20 4.19 1.2	Know the three main functions of the
4	Completing the Database (Group...	Appreciate patient-centered skills ...	5.23 4.20 4.19 1.5 1.4 1.1	Describe the ...	4.20 4.19 1.2	Know the three main functions of the
5	Paired Practice SP Interview #1	Demonstrate advanced beginner u...	5.23 5.22 4.20 4.19 1.2	Obtain the hi...	5.23 5.22 4.20 4.19 1.2	Provide specific, constructive, verbal
6	Paired Practice SP Interview #2	Identify the purpose of the oral cas...	5.23 5.22 4.20 4.19 1.2	Recognize an...	6.24 5.23 5.22 4.21 4.2	Define the major differences between
7	Shared Decision Making - The Bi...					

Session level objectives copied from the lecture materials and syllabus



Course/Clerkship Objectives mapped to the MEPO's AKA Pritzker EPO's

When a SO is mapped to a CO then it is mapped up to the MEPO

Longitudinal Program Learning Sessions (Group A) ▾

A SESSION OBJECTIVE 1 TEXT ▾

Introduce scope of practice of other allied health professionals includin

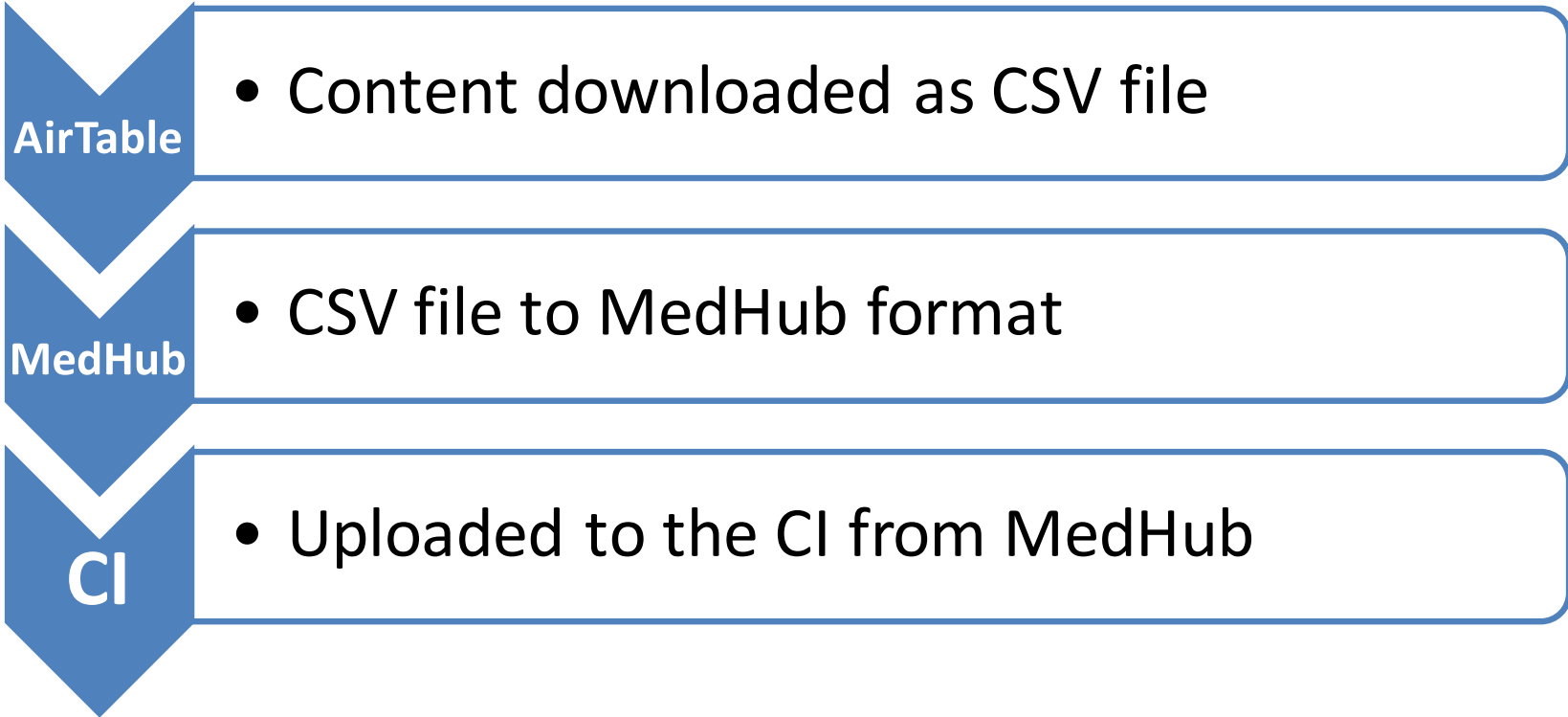
SESSION OBJECTIVE 1 EPOS ▾

+ Link to a record from SO EPOs

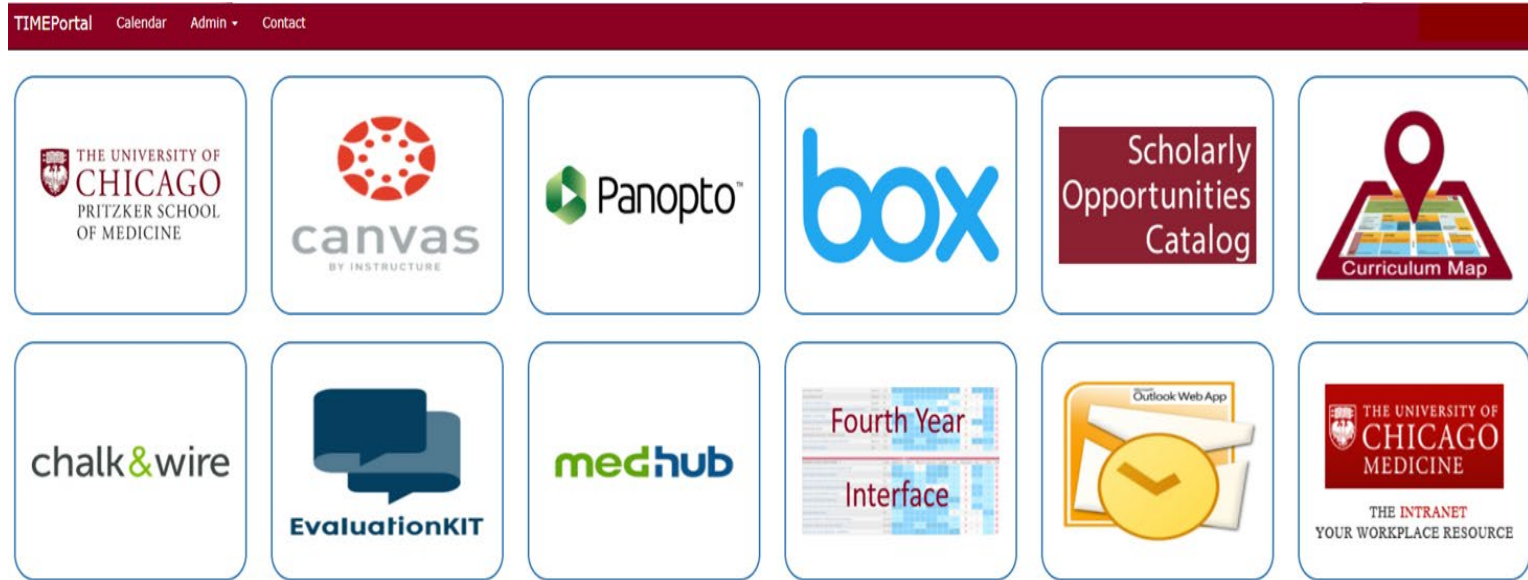
SOEPONUMBER	NOTES	SOEPO DESCRIPTION
7.29	Interprofessional ...	Use the knowledge ...
7.28	Interprofessional ...	Work with other heal...

A SESSION OBJECTIVE 2 TEXT ▾

Point A to Point B: AirTable to MedHub



WHY do we do all this?



Thank you!

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Advancing Social Justice Through Curriculum

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CUNY School of Medicine



Acknowledgments

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Dr. Lisa Auerbach

Dr. Emine Abali

Dr. Nicole Roberts

Dr. Erica Friedman



Sophie Davis/CUNY School of Medicine

- 7 year BS/MD program at City College of New York (3-years BS/ 4 year-MD)
- Originated as Sophie Davis School of Biomedical Education
- CUNY School of Medicine graduated its first class from MD program in 2020





CUNY School of Medicine Mission

- Increase diversity of physician workforce
- Serve the medically underserved
- Promote primary care careers



EPOs: Promoting the Mission Through Curriculum

Professionalism EPO 5.5: **Commit to the principles of social justice, advocating for equity and access to care.**

Population Health and Community Oriented Primary Care
EPO 7.6: **Describe the importance of community engagement and advocacy activities to improve the health of vulnerable populations and underserved communities.**



CUNY School of Medicine Curriculum Map

Phase 1	Year	Fall					Spring					Summer															
	U1	BIO-20700-Biology of Organisms (4)					MED10200 -Principles of General Chemistry (5)																				
		FIQWS- 10013 Freshman Inquiry Writing Seminar/ Narrative Medicine (4)					PHYS 20400 -General Physics (4)																				
		PHYS 20300-General Physics (4)					USS0101-Development of the U.S. and Its People (3)																				
		NSS 10000-New Freshman Seminar (0)					MED11209 - Introduction to Population Health and Community Oriented Primary Care (3)																				
		WCIV10100/10200 -World Civilizations (3)					ENG 21003 -Writing for the Sciences (3)																				
							PF-Professional Foundations (0)																				
							Elective (3-6)																				
	U2	MED20300 - Bio-Organic Chemistry (5)					MED20400 -Molecules to Cells I (4)					MED24409- Evaluations in Health Care Settings (6)															
		MED22309 - Fundamentals of Epidemiology & Biostatistics (4)					MED22409 -Population Health& Community Health Assessment (3)																				
		Psy 10200-Applications of Psych in Modern World (3)					MED20000 - Introduction to Human Genetics (3)																				
		Elective (3-6)					Elective (3-6)																				
		MED29309/MED29409-Practice of Medicine 1 (4)																									
	U3	MED30501 - Molecules to Cells II (4)					Med 37606 - Fundamentals of OS(15)																				
		MED32509 - US Health Care Systems and Policy (3)																									
		Elective (3)																									
		MED30000-Intro to Biomedical Ethics (3)					MED 33609-Clinical Anatomy (5)																				
		MED39509/MED39609-Practice of Medicine 2 (4)																									
	MI	MED44719-OS Musculoskeletal (4)		MED47729- OS Cardiovascula r (6)		MED44739-OS Pulmonary (5)		MED47819- OS Pulmonary 2 (2)		MED4782 9-OS Gastroente rology (8)		MED4783 9-OS Endocrine (5)		MED47849- OS Renal (5)													
		MED49709/MED49809-Practice of Medicine 3 (9)																									
		MED 43709/MED 43809 Evidence-Based Medicine (2)																									
		MED 40709 /MED 40899 Selectives in Population Health (5)																									
Phase 2	M2	MED57919-OS Reproductive (4)			MED57929-OS Hematology/Oncology (5)			MED5793 9-OS- Neurology/ Psychiatry (14)		MED58039-OS Integrative and Board review (4)		End of M2 Summative OSCE (0)		M3		Clerkship orientation (1)											
		MED49709/MED49809-Practice of Medicine 3 (7)																									
		MED - 53909/MED 54009 Evidence-Based Medicine(2)																									
Phase 3	M3	Block 1 See below M3 clerkships		Block 2		Intersession (1 week)		Block 3		Block 4		Clinical Skills Assessme nt (2)		Block 5		Block 6		Clinical Skills Assessment (2)									
	M4	Block 1 See below M4 clerkships		Block 2		Block 3		Block 4		Block 5		Block 6		Block 7		Block 8		Block 9		Block 10		Block 11		Boot camp 2 weeks		Graduation	



Introduction to Population Health

U1 Introductory Course to CHASM (Community Health and Social Medicine)

Course Director: Dr. Miguel Muñoz-Laboy

Course Goals:

- Introduce students to community and population health
- Identify and apply social determinants of health to individuals, communities, populations
- Examine health disparities across various social determinants and strive to understand and develop solutions for their elimination



Introduction to Population Health

Module 1: Introduction to History and Principles of Population Health

Module 2: Using Evidence in Population Health

Module 3: Population Health Topics: Scope, Causes, Solutions

Module 4: Integrating Medicine and Population Health



Introduction to Population Health: Group Project

- Analyze social determinants of COVID-19 for vulnerable communities in NYC
- Design strategies to address COVID-19 for target audience
- Identify policy targets and propose policy recommendations addressing COVID-19



Population Health and Community Health Assessment

- U2 CHASM Course
- Course Director: Dr. Victoria Frye
- Course Goals: to acquire knowledge and skills to conduct a community health assessment



Population Health and Community Health Assessment – Learning and Doing

Learning:

- Function and uses of community health assessment
- Data sources for area and population-level health problems
- Community health research methods (quantitative and qualitative)
- Theories for use in design of community health programming and interventions

Doing: Students conduct a community health assessment and deliver group presentation



Evaluations in Healthcare Settings

U2 summer fieldwork experience (CHASM)

- Course Directors: Dr. Nancy Sohler and Prof. Donna Gooden-Johnson
- Course Goals: To place students at healthcare and social service agencies to learn about determinants of health and complete a site-specific community project
- 2020 COVID-19 change: Dr. Richard Izquierdo Health and Science Charter School, South Bronx, NY



Evaluations in Healthcare Settings: Group Project

Needs Assessment

- High school scholars COVID-19 podcast
- Interviews with school and community leaders

Community Project

- Create high school curriculum to support charter school's mission of using education to combat health and economic disparities



M3/M4 Clinical Clerkships

Social determinants of health and patient advocacy assessed through:

- Clinical rating forms

“Student directly addresses the social determinants of health in the care of individual patients and the unique health care needs of diverse populations and communities”

- Special assignment on patient advocacy



Family Medicine Clerkship Patient Advocacy Assignment

- Students screen patient with AAFP Social Needs Screening Tool
- Written assignment: identify potential solutions to address structural barriers at levels of individual patient and community



Family Medicine Clerkship Patient Advocacy Assignment

Discussion session added (2020-2021):

- Co-facilitated by clinical and CHASM faculty
- Connecting population health principles to clinical practice
- Reflection on challenges in care of patients



Future Directions at CUNY School of Medicine

- TACCT Survey, review of anti-racism curriculum
- Humanities competencies

Thank You

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Thank you!

We will post September's series on AAMC's website here:

www.aamc.org/cir/webinars

Upcoming Events:

Thursday September 10, 2020 at 12PM ET:
Special Edition: COVID-19's Impact on Curriculum

Thursday September 24, 2020 at 12PM ET:
Special Edition: COVID-19's Impact on Curriculum
