

## Q & A from COM Curriculum Open House, April 9, 2020

Moderated by Eugene Mowad, M.D.

Answers provided by Sonja Harris-Haywood, M.D., Doug Moses, M.D., Eugene Mowad, M.D., Ryan Palmer, Ed.D., Elisabeth Young, M.D.

**Q: Is there someone or group who is looking at the 3 teams (Design, Content, and Operations) as a whole to make sure they integrate effectively?**

**A:** Yes, we have a project manager and these groups meet weekly to review progress and discussions of each group, and each group reports to the Curriculum Committee.

**Q: When will be the dyad leaders for spring courses determined? Who leads the Module Development Team?**

**A:** Module Development Teams will be facilitated by the Dyad Leaders.

**Q: For Neurobiology, how is the Module Development Team different from the “Instructor” team? I foresee the same members on both.**

**A:** Its okay to have the same development team as instructor team, especially if you have a small group of instructors. At the discretion of the dyad leader, both of these groups could be the same.

**Q: It has been suggested that students are only allowed a blank piece of paper and pencil during a PI session. How is it possible to explain complex concepts to them without providing them with illustrations, e.g., a diagram of a biochemical pathway, or a complex embryological drawing. They cannot take notes that quickly if they do not have access to that illustration.**

**The broader issue implied here is that we need to adapt Wright State’s model to what we think works best. Outcomes under the Wright State system are not clear (they said there was no improvement in Step 1 scores), so we should not follow it blindly. This suggests that flexibility needs to be built in appropriate to individual subjects and teachers.**

**A:** We aren’t following Wright State’s model blindly, we have a very aggressive timeline so we are taking a head start where we can. The PI sessions should mirror the preparatory materials. There isn’t anything that says we have to adopt Wright State exactly. If we are going to be using PI as a portion of the grade, which is the design right now, we need to be consistent about what we allow- including no computers or cell phones. This will be addressed at a more detailed level. We can provide students with any teaching associated slides. The key is that they have all of the materials they need to be successful.

**Q: I assume PI sessions for students will now be compulsory. Previously lecture attendance was voluntary. Has there been any student feedback on this potential change?**

**A:** We haven't discussed that yet, but when you tie points to items being graded, such as PI, they become compulsory. We need to decide whether we will we make them compulsory- there will be an absence policy that will allow a student to miss a certain number of sessions per semester, that would change the denominator of the PI questions, and if students miss beyond that, they are leaving points on the table.

The details haven't been worked out yet. The students have been generally supportive. We need to come to a decision as to whether every day is mandatory. If 20% of your grade is formative feedback from PI, as a student, you are generally going to be there most of the days. The goal of PI is to create that engagement and the culture in the class of helping each other.

**Q: How often will PI sessions occur and for how long?**

**A:** We will upload what a typical week and the typical ending week with an exam. In a module, a typical week, Monday has three hours of scheduled time and is a framing opportunity, to goal set for the module. Tuesday, Wednesday and Fridays have Peer Instruction for four hours. At the midpoint of each module, there will be a formative exam and an opportunity to engage with peers to improve your score. The final week of the module, we reduce new content as much as possible, there will be case based sessions, there will be opportunity for PI, but not beyond Tuesday. Thursday is a day off before the final exam. All other Thursdays are dedicated to the longitudinal course, Patient, Physician and Community.

**Q: Does the NEOMED team know how much faculty led supplemental time is offered to students outside of the PI sessions at Wright State?**

**A:** Students will have their prep materials at the beginning of the block, they are usually between 10-20 pages. The prep materials can be videos or other formats. It shouldn't be overwhelming, an hour or two of prep work. The students' schedule will also have independent study time built into each day.

There is no faculty led preparation time, unless the dyad leaders decide to use that Monday for faculty led prep.

**Q: The Dyad Leaders are responsible for selecting faculty to teach. However, the Dyad Leaders for the fall courses seem to lead across different modules/topics. How would the Dyad Leaders know which faculty is suitable for teaching which topics of all the modules they direct? This seems to be a responsibility within the Department, not of the Dyad Leaders.**

**A:** The module development team will assign a content expert, who would suggest a person to teach a particular for which he or she is best suited. The Department Chair's role, becomes managing the faculty member's time commitments of his or her department members, not about driving the curriculum. This is exactly what the LCME wants us to do, if they feel the department chairs are driving the curriculum, that is when they put up red flags.

This is similar to the model the Principles of Medicine Course has used for years- there are content experts in all areas (pathology, radiology, etc.) who are consulted for providing content for those particular areas. Dyad leaders serve as administrators over each module.

**Q: How can you call a session “formative” when it directly impacts their grade?**

**A:** Formative means you have an opportunity to improve, that doesn’t mean it can’t be used as part of the grade. Graded material can be formative if there’s an opportunity to improve. Students will have the opportunity to improve throughout the module for the examination that will be held at the end of the module.

**Q: We were told there will be a purchase of questions from Wright State. Where will the other questions we need come from?**

**A:** To be clear, Wright State is not selling questions, that is their intellectual property, but they are providing sample questions. The questions will be written by faculty. We are also developing a PI steering committee that will help with the review those questions. The first time out, we won’t know how good the questions are- this will be part of the course review process and we will be collecting data on all of these questions so that we can improve upon them the following academic year.

**Q: Will there be an obligation for students to attend a compulsory supplemental session if they are falling behind in PI?**

**A:** If students are falling behind in PI, what will need developed is intrusive advising. That is why Craig Theissen and Diann Whaley are very important to this process. That student will need to be engaged with the learning center.

**Q: What is the remediation strategy? For example, if a student is identified struggling with the content one month into a module, is there a process to help this student to catch up with the entire class? Is there “designed repetition” in the module to cross-reference & high-light important/complex concepts?**

**A:** Intrusive advising would be the strategy to get the student caught up. This would involve tutoring sessions with peers and faculty. The remediation for a failed module, would be to repeat the exam as soon as possible after the module. The Design team is looking for one or two opportunities per semester to remediate the exam.

**Q: Will faculty be consulted regarding the PI questions, especially the ones related to our expertise and the ones we will facilitate?**

**A:** Yes, not only will you be consulted, you will probably be writing them! If I was an instructor for a session, and I wanted to make improvements on the PI questions, we aren’t going to force an instructor to use PI questions that seem bad. Faculty definitely get a say- the dyad team is meant to be there for sessions, so both the clinician and basic science leads are there to support each other.

**Q: Given the changes in how courses are structured, do we have a sense of how teaching in this new curriculum will be considered for tenure and promotion?**

A: This is something we'll want to engage the Tenure and Promotion (T&P) committee in. As we look at these layers of the curriculum oversight pyramid, there is tracking, accountability and performance measures that need to be done for LCME, and there will be an opportunity for each faculty member to have metrics tied to their teaching and involvement. I've had a preliminary discussion to see how T&P looks at teaching, and whether they feel they have metrics available to make that apart of the evaluation. We hope to work with T&P and the faculty to be able to provide information for the dossier related to quantity, quality and where people are teaching, admin roles vs. instructor roles, laid out with transparency to help faculty as they provide research, teaching and service.

**Q: How strictly will we need to follow the rule on the number of pages for reading assignments (25 pages max)? Textbooks come in different pages/sizes; should this be taken into consideration? It is said that instructors can only have 25 pages of preparatory reaching for each four-hour session.**

A: We refer to Wright State and their PI prep reading is 25 pages long; this is not a strict rule. The point is that the students don't have so much prep material so that they are completely overwhelmed and unable to prepare for the subsequent days' PI. The point is the proper pace and rigor, so that the students can get through the material, understand and master it through the PI session. We have four hours of PI many days, where Wright State has three, so that might increase the reading some. I don't think its reasonable for students to have 100 pages of reading per night and be able to master the material. PI questions need to be tied to the assigned material.

**Q: Can we assign readings outside the textbook, as long as we adhere to the  $\geq 25$  pages rule?**

A: You can provide articles, as long as you consider copyright rules, they can be given videos to watch. It has to be available to students at no cost- they can't be required to purchase a second textbook.

**Q: How will faculty who are involved in PI teaching be evaluated?**

A: We haven't gotten to that level yet- there will be student and peer input. One of the things in the evaluation plan, our curriculum committee is required to evaluate courses, including those faculty in those courses, segments of the curriculum- pre-clinical and clinical curriculum and the curriculum as a whole. One of the ways modules will be evaluated, is there will be a dashboard of a number of different parameters, with red, yellow, green coding, so the curriculum committee at a glance will be able to see how we are doing. The curriculum committee will decide where feedback should be solicited.

**Q: Will there be faculty or student "experts" available for one on one or small group feedback before, during, or after the PI sessions? Student interaction will certainly help with spreading understanding but from my own experience in flipped classrooms as a student and instructor, it is common for misunderstanding of relevant concepts to persist past a group Q&A session, especially when questions are complex. Is this kind of clarification expected to take place through learning center tutoring sessions? I think it is ambitious to expect large group mini lectures to address small inconsistencies in student understanding that arise from self-directed learning.**

A: The Learning Center remains a valuable service provided by the University and regardless of delivery modality they would be available for consultation and support for students. Peer tutoring programs will remain as well, which are coordinated by the learning center. Faculty should be the “experts” so there could be the opportunity to create office hours/tutoring sessions and reviews. Overall, this curriculum has less in class time for all involved so these types of interactions may enhance student: faculty culture.

WSU BSOM utilized a forum feature through their LMS to provide additional clarification to inconsistencies in understanding of concepts. This was often done as a follow-up by the faculty member after a session when a misunderstanding came to light.

**Q: Is there a possibility to offer short videos (in addition to reading material) for student preparation? This may allow for demonstration of imaging and/or pathology.**

A: This is an option for faculty to utilize. Short explanatory videos to complement/supplement reading would be fine. What always should be in our minds is volume. Students must prepare for up to 4 hours of PI, they should not have 10-12 hours of work to do so. Videos should not be hour long lectures.

**Q: Will everything be tested from the PI sessions or will there be additional materials that will be tested from lectures, other text readings, and other sources?**

A: Assigned material is testable. There very well may be exam questions from reading that were not questions in PI.

**Q: What’s the URL for the website?**

A: [www.neomed.edu/medicine/curriculumchange/](http://www.neomed.edu/medicine/curriculumchange/)

**Q: When is the next open house scheduled for?**

A: Wednesday, April 29, 3-4 p.m., a Zoom link will be sent out prior to the meeting.

Thank you!