Student Feedback Leads to I2C Changes

By Osvaldo López, Ph.D., Jeffrey R. Boscamp, M.D.

The School of Medicine uses student feedback and assessment data to continuously improve courses and students' learning experiences. Course Directors implement many changes. Two changes to I2C are highlighted in this short article.

During the first iteration of I2C, students opined that having two Team-Based Learning (TBL) activities per week on new material was not optimal. Acting on students' feedback, one TBL session per week was held for the 2019-2020 course.

The new integrated TBL sessions were developed in consultation with hospital-based faculty members. The prework consisted primarily of content discussed either earlier in the week or during the preceding week with a small percentage of new material.

Students responded positively to the new TBLs. They found that the new integrated TBL sessions helped them stay on track with their studies. There is evidence that the redesigned TBL helped students prepare for the mid-term and final exams. A strong correlation was observed between students' performances on the individual readiness assessment test (iRat) and mid-term and final exams. While I2C will retain the current TBL model, it will continuously improve it for 2020-2021 and beyond.

The charter class also suggested that a list of pathogens be provided to help them with basic microbiology. In 2019-2020, a list of bacteria and viruses along with their main features was developed. Students commented that the list was helpful and further suggested that a list of pathogens

Tackling COVID-19 Questions Up to the Minute: HMSOM Students Helped to Guide Care

By Jeffrey R. Boscamp, M.D., Christopher P. Duffy, MLIS, AHIP, Carol Barsky, M.D., M.B.A., Bonita F. Stanton, M.D.

At the Hackensack Meridian School of Medicine at Seton Hall University (HMSOM) in New Jersey, second year medical students were only 3 months into their first clinical clerkships when clinical activities for students were suspended on March 15 due to the COVID-19 pandemic. The medical literature regarding COVID-19 was expanding exponentially and evolving daily. The clinical teams at Hackensack Meridian Health (HMH) needed resources for identifying, understanding and assimilating this new information.

Eight second year medical students participated in an elective course to research and synthesize the clinical literature to provide synopses of best practices for various clinical teams. They were mentored by a senior dean at the school (an infectious diseases specialist) as well as the Associate Dean of libraries and his team.

During the 6-week elective, the students produced 70 reports synthesizing the emerging COVID-19 literature to help answer clinical questions in real-time. Student reports were also posted on the American Academy of Ophthalmology website and were published in their entirety on the faculty hub of the Elsevier publishing group.

As the pandemic begins to recede, the students are looking forward to returning to clerkships. Students continue to be available to the clinical teams to assist with any questions that may arise.

An article detailing the students' efforts and accomplishments – "Medical Students on the Virtual Frontline: Assisting the Coronavirus Clinical Teams with Essential Information" is being submitted for publication.

by organ systems would be useful along with a list of cluster of differentiation (CD) molecules. The Course Director aims to provide students in the 2020-2021 class with these lists. It is hoped that these thoughtful changes will improve students' overall learning experiences.

MCP Continuously Looking to Improve

By Linda D Siracusa, Ph.D., Helio Pedro, M.D.

The MCP 2.0 Course Review, headed by Course Co-Directors, Drs. Linda Siracusa and Helio Pedro, was recently completed. Drafts of the Course Review were distributed to the OME leadership, faculty who taught in MCP, and the Phase I Curriculum Committee, which includes M2 and M1 student representatives, for their comments. The decision to make changes with a goal to continuously improve the course was based on factors, such as students' anonymous evaluations of sessions, student performance, feedback from SAG representatives, and classroom observations by the course Co-Directors.

The many items considered and chosen for action include, but are not limited to: 1) learning objectives and pre-work for each session will be reviewed for content, consistency, depth, and length, 2) LGAL sessions will be enhanced by incorporating more active learning activities, 3) formative quizzes will include more questions along with explanations for correct and incorrect answers, and 4) concept map requirements and structure will be revised based on subcommittee recommendations.

In addition, work is continuously ongoing to establish a seamless integration of CS, PIF, HSS, and SSR content within and across weeks in MCP, while intensifying connections to PPPC clinical cases. Special thanks to everyone who shared their opinions and insights to help improve the design of the upcoming MCP 3.0!

More Changes Planned for PPPC, Concept Maps

By Ofelia Martinez, M.D., M.P.H., Elizabeth Koltz, Ed.M., Jesse Jacondin, Miriam Hoffman, M.D.

Student evaluation data and Student Advisory Group (SAG) feedback have indicated that Phase 1 students have felt frustration with the concept map and the tool used to create the map in the Patient Presentation Problem-Based Learning Curriculum (PPPC). In March, a series of focus groups were conducted to explore students' perspectives on what is useful and how the concept map activity might be improved to support the development of complex learning abilities – a critical goal of the Phase 1 curriculum. Twenty students, approximately two from each PPPC group, participated in one of three focus group discussions moderated by objective facilitators. Some of the

themes related to challenges with the concept map, that emerged from these focus group discussions included:

- Development of comprehensive concept maps is too time-consuming as students are uncertain where they should focus

- Group discussions do not consistently reflect the breadth and depth of the concept maps created

- Students are unclear on the benefits of creating both an individual and group concept map during the week

- CMAP tool is not intuitive

In response to feedback and common themes from focus group discussions, changes to the concept map activity have already been implemented and more changes are anticipated starting in July. Changes include:

- More structure has been provided for the concept map assignments by dividing up the case content amongst the students. For example, students are expected to select their roles for the concept map discussions early in the week and are responsible for explaining that component of the case during Friday's discussion.

- A more user-friendly mind mapping tool will be made available to students in the 2019 cohort in Unit 3 and for the new 2020 cohort at the beginning of Unit 1.

- Students will be offered multiple options for completion of the concept maps, providing flexibility for individual and group preferences.

- Research presentations have been decreased from four to two per week, providing more time for discussions regarding the case and what has been learned throughout the week.

- More robust trainings in Complex Learning will begin in Human Dimension Immersion and Orientation (HDIO) for the 2020 cohort and be built upon in each Science/Skills/Reasoning (SSR) course.

Our students responded positively to the changes implemented, as reflected in session and weekly student evaluation data, SAG meetings, and discussions with students. We will continue to monitor students' feedback to continuously improve their experiences in PPPC, and ensure we are meeting the learning outcomes and goals of the curriculum. Sources of feedback include session, weekly, and course evaluation data, SAG feedback, observation of small group and large group sessions, focus groups with Clerkship Directors (to assess the outcomes of the Phase 1 curriculum), discussions with course directors and faculty, and other sources of feedback and outcomes assessment.