

Block 3 2016-2017 Report and Action Plan

1. Please address last year's Action Plan. Did you accomplish the goals that you listed? Why or why not?

We worked on improving how Nutrition curriculum was taught in Block 3. We implemented the first TBL that used a GI case to address nutritional deficiencies. This was well received by the students. We plan on adding another TBL for next year and continue to improve the Nutrition Curriculum.

Another change this year was that Clinical Immersion week was changed to a Reflection and Review week. All of the end of block reviews were placed in this time slot. The students appreciated the extra time for studying Block 3 material.

2. Please comment on 2-4 aspects of the Block that went particularly well. Do you have plans to expand/increase/improve these aspects of the Block?

The IQ cases as well as the GI and Biochemistry sections of our block continue receive very positive evaluations from the students. The principal change for next year will be the replacement of MSGs with TBLs.

3. Please comment on aspects of the Block that received decreased ratings when compared to previous years. What are possible explanations? How will you address these?

No sections of the block received lower ratings compared to 2015-16

In previous years, the Nutrition and Bioethics sections have received ratings that are much lower than other components of Block 3. This year those sessions received ratings that are significantly better than in previous years. This is partly due to the addition of some TBL sessions to our nutrition section.

4. Please comment on any new curricular innovation(s) that you introduced into the Block this year. Did they work well? Will you continue them? (Note: this may overlap with #2 above).

We added a TBL session to the Nutrition component. This material was added to replace medium-sized groups and to boost the quality of the Nutrition component, which has received lower ratings than other parts of the block in previous years. The new TBL received a rating of 3.8 and the overall rating of the Nutrition section (60% good or excellent) was higher than in previous years (48-57). We view this as a good first step, which can be improved on next year. Lynn Kam of the Nutrition department is part of iSCTL this year and is developing another TBL to teach nutrition curriculum. We'll also replace a Biochemistry MSG with a TBL next year.

5. Are you planning any changes to your required resources?

We do not plan to change our required texts for the block. However, a careful review of the readings for each session (lecture and IQ) needs to be completed for next year to bring these up to date.

6. Please comment on observations of student attendance and student participation. Was it similar to the preceding year?

Student participation and attendance remains strong throughout the block. Most students attend lectures and we did not notice a significant decline in attendance during the block.

7. Please comment on the alignment between the weekly Block content and the MCQs/SEQs.

Although this has been an issue for us in previous years, there were no problems in matching the weekly questions to the material in the Block this year. The new system of linking MCQs to lectures/activities in the Block has worked well.

8. What additional information or comments do you want to share about the Block?

We continue to benefit from the excellent work of Nicole Pilasky, Katie Battistone and many other people who work in Curricular Affairs. Their commitment and support makes this block possible.

9. Longitudinal Evaluation Data

Percentage of Students who rated “Good” or “Excellent”

Block 3: Food to Fuel 2016-17				
General Block Aspects				
Block Components	2013-14 %	2014-15 %	2015-16 %	2016-17 %
Approachability of faculty	92	95	96	89
Effectiveness of large group lecturers	78	80	85	78
Effectiveness of medium-sized group activities	46	44	46	45
Effectiveness of IQ cases	94	94	96	96
Effectiveness of review sessions	77	79	72	78
Effectiveness of Clinical Correlations with patients	87	79	82	85
Integration of IQ, SEQs, MSGs & Lecture to enhance your learning	86	93	87	96
Overall quality of this Block	94	96	92	93

Block Concepts/Integration of Block Concepts and Longitudinal Themes				
Gastrointestinal system	99	98	96	96
Biochemistry	92	93	90	93
Nutrition	46	44	44	60
Gastrointestinal system —Concepts and IQ*	99	98	--	--
Biochemistry —Concepts and IQ*	95	94	--	--
Nutrition — Concepts and IQ*	47	41	--	--
Gross Anatomy	79	87	83	85
Histopathology	91	84	92	87
Bioethics	57	48	48	65
EBIQ				
Critical appraisal skills	60	50	90	87
Understanding of IQ content	49	40	95	--
Oral presentation skills	--	--	--	82