

Case Western Reserve University – University Program Medical School Block:

Action Plan 2023-2024

Year 2 (August-March) 2023-2024

Summer Break (10 weeks)	Host Defense & Host Response	Cognition, Sensation & Movement	Step 1 Study (6-8 weeks)
	Block 5 (13 Weeks)	Block 6 (14 Weeks)	
	Immunology, Microbiology, Hematology, Oncology, Infectious Diseases, Rheumatology, Dermatology Musculoskeletal	Neurology, Mind,	
	Assessment Week	<u>Integrative Week</u> Assessment Week	
Structure (GARLA and “Systems and Scholarship”)			
<u>Foundations of Clinical Medicine</u> (Tuesday Seminars, Communications, Physical Diagnosis, Patient Based Experiences)			

1. Course Description:

This Block 5 course combines basic principles of immunology, rheumatology including autoimmunity and immunosuppressive therapies, orthopedics, microbiology and infectious diseases; hematology- including anemia, thrombosis and hematologic malignancies; and dermatology with an emphasis on immune mediated skin disorders

2. **Block Co-Leaders:** Nicholas Ziats, Ph.D., Robert Kalayjian, M.D.
3. **Design Team: Immunology:** Man-Sun Sy Ph.D., Pam Wearsch Ph.D., Tracey Bonfield; Microbiology/ID: Amy Ray M.D., Federico Perez M.D., Robert Kalayjian M.D.; Hematology/Oncology: Tim O’Brien M.D., Howard Meyerson M.D.; Rheumatology: Angela Robinson M.D., Maya Mater M.D., Maria Antonelli M.D., Orthopedics: Christina Cheng M.D., Christina Hardesty M.D.; Dermatology: Katherine DeSano M.D.; Ethics Robert Guerin Ph.D.

4. Course Objective: Please fill in the table below for your Course Objectives.

Competency and Definition	Educational Program Objective (EPO)	Course Objectives Block 5	Recommended Changes to Course Objective
<p>Knowledge for Practice Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should emphasize important fundamental concepts in immunology and their importance in human disease</p>	<p>No change recommended</p>
<p>Knowledge for Practice Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should understand normal and abnormal hematopoiesis and clotting</p>	<p>No change recommended</p>
<p>Knowledge for Practice Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should recognize the major clinical syndromes of infectious diseases including their microbiology and treatment</p>	<p>No change recommended</p>

Competency and Definition	Educational Program Objective (EPO)	Course Objectives Block	Recommended Changes to Course Objective
<p>Knowledge for Practice Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should describe how differences in host immunity alter the clinical diseases caused by infectious pathogens</p>	<p>No change recommended</p>
<p>Knowledge for Practice Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should understand the pathophysiology and clinical management of rheumatic and connective tissue</p>	<p>No change recommended</p>
<p>Knowledge for Practice Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care</p>	<p>Demonstrates ability to apply knowledge base to clinical and research questions</p> <p>Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician</p>	<p>Students should understand the structure of skin tissue, its interactions with microbes and the immunology of skin</p>	<p>No change recommended</p>

		Achieve an understanding of the development of the skeleton and limbs, progress through the formation and maintenance of healthy bones and joints, proceed with an examination of soft tissues and spinal mechanisms responsible for creating and controlling movement and conclude with an understanding of the pathological, congenital and acquired processes which negatively impact musculoskeletal function.	
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Common to all Blocks:			
Competency and Definition	Educational Program Objective (EPO)	Course Objectives Block	Recommended Changes to Course Objective
Knowledge for Practice Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care	Demonstrates ability to apply knowledge base to clinical and research questions Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician	Recognize and analyze ethical problems in clinical medicine and biomedical research using the principles of autonomy, beneficence, nonmaleficence and justice.	No change recommended

Teamwork & Interprofessional Collaboration Demonstrates knowledge and skills to promote effective teamwork and collaboration with health care professionals across a variety of settings	Performs effectively as a member of a team	Develop and practice the knowledge and skills that promote effective teamwork across a variety of settings.	No change recommended
Professionalism Demonstrates commitment to high standards of ethical, respectful, compassionate, reliable and responsible behaviors in all settings, and recognizes and addresses lapses in behavior	Commonly demonstrates compassion, respect, honesty and ethical practices Meets obligations in a reliable and timely manner Recognizes and addresses lapses in behavior	Understand and practice the behaviors of an ethical, respectful, compassionate, reliable, and responsible physician.	No change recommended

Competency and Definition	Educational Program Objective (EPO)	Course Objectives Block	Recommended Changes to Course Objectives
Interpersonal & Communication Skills Demonstrates effective listening, written and oral communication skills with patients, peers, faculty and other health care professionals in the classroom, research and patient care settings	Uses effective written and oral communication in clinical, research, and classroom settings Demonstrates effective communication with patients using a patient-centered approach Effectively communicates knowledge as well as uncertainties	Understand and demonstrate effective communication skills for learning and clinical practice environments.	No change recommended

Research & Scholarship Demonstrates knowledge and skills required to interpret, critically evaluate, and conduct research	Analyses and effectively critiques a broad range of research papers Demonstrates ability to generate a research hypothesis and formulate questions to test the hypothesis Demonstrates ability to initiate, complete and explain his/her research	Analyze, critique and present research studies from the primary literature.	No change recommended
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5. In the grid below, please list the specific course changes you made this year based on last year's report.

What changes were made 2023-2024?	How did the changes work?	What would you like to change next year 2024-2025?
Introduced mini lectures: sepsis, pneumonia, UTI, skin and soft tissue & intrabdominal infections	Opened time for more Med Size group sessions while emphasizing key principles and approaches to these topics	Continuation
Expanded Mandatory Medium Size Group Case Based Discussion	Encompassed 3 themes: Pneumonia, Viral and Sexually transmitted infections, and Infections in Immune Compromised Hosts	Add more TBL sessions in Infectious Disease
Introduced Large Group Interaction involving a patient with hematologic malignancy	Opportunity to explore patient's perspective to serious illness	Continuation with mandatory attendance
Introduced Board style questions to EOB ID/MICRO review		Continuation
Added PathPresenter Virtual Images	More robust system, more slides in system	Continuation
Revision of Histopathology Quizzes due to switch to Elentra	Variable and time consuming due to glitches in Elentra	Continuation

6. What additional changes do you anticipate making to the Block next year (lectures, TBL, IQ cases, other) (AY 2023-2024)?

See below

Changes anticipated for next year	Reason for changes (evidence)
Leadership change, Dr. Timothy O'Brien as Co-Leader of Block 5	Dr. Robert Kalayjian has stepped down as Block 5 Co-Leader
Flipped classroom format for some Hematology Lectures	Improve student interaction/engagement
Use of Poll Everywhere	Improve student interaction/engagement
Change IQ case on COVID19 to Malaria/Sickle Cell Disease case	Student feedback request to add Sickle Cell anemia to case IQ content

7. What successful, innovative components of your block that are best practices that you would like to share with the other Blocks?

- a. Mini Lecture: 20 mins, highlighted important concepts, corresponding succinct and detailed chapters for further reading.
- b. Board Style Reviews were very popular with students.
- c. Mandatory Large group interactive sessions with a patient, Heme/Onc
- d. Mandatory Case based Medium Group Discussions, ID

8. Please review your Course objectives. Have you added or deleted major concept areas to your Block? NO

9. Did formative (MCQs and SEQs) and summative assessment (SSEQs) in the Block support achievement of course objectives? What specific changes do you plan to make to the course next year?

Changes anticipated for next year	Reason for changes (evidence)
Change in Immunology SSEQ question	Change in content focus
Align SEQs with Cases	Some SEQs not aligned due to change in Block schedule

Block 5 –Host Defense & Host Response– Highlighted Faculty Responses to Student Feedback

Student Feedback	Action Items
Review sessions and EOB reviews well received across specialties	
Individual accolades to Drs O'Brien, Sy, Ray, Mangosh, Tomlinson, El-Sayed	
General feedback was that the Block was well organized-integrated several fields well, highlighting the immunology theme	
Clinical syndromes approach and clinical reasoning exercises were well received	
Lots of content that seems memorization heavy but was presented in a way that lent well to clinical application which made it more enjoyable and useful	
Not aligned with STEP exam, not prepared for STEP More alignment with USMLE preparation	Our primary goal is to prepare students for their upcoming clinical activities and responsibilities and to highlight the foundational clinical principles in each discipline
LOs poorly organized	
Too much content	
lectures & IQ cases need better alignment	We are aware of this issue; however, most conflicts arise from factors that are beyond our control

10. Describe how faculty teaching quality was reviewed for your block. What faculty development opportunity was offered in response to student feedback?

There are no formal faculty development activities specific to Block 5 other than that which is offered by the SOM curriculum leadership as a whole

11. Response to Student Feedback- above

12. What changes have you have made, or you anticipate in making to better prepare students to care for diverse population.

This year	Next Year
Increase ID MSG to 3	Continuation
Offered 5 mini lectures in ID	Increase number of mini-lectures across specialties
Large group patient interactions (Heme/Onc)	Continuation

13. Acknowledgement: Beth Day was an outstanding course coordinator; Nivo Hanson, Patti Quallich, Kathy Dilliplane, Celinda Miller, Minoo Darvish and Dr. Croninger for their dependable and consistent support. We also acknowledge Dr. Robert Kalayjian, for his leadership in Block 5 over the many years, thank you! We welcome Dr. Timothy O'Brien as co-leader of this Block for 2024-2025.

14. Response to Program Evaluation Committee (PEC) Report: N/A

Additional Information:

Class of 2026 was asked questions of Block 5 components. Results are reported below as compared to results of previous three years. Responses/Expected: 181/183 (99%)

Percentage of Students who rated "Good" or "Excellent"

Block 5: Host Defense and Host Response				
General Block Aspects				
Block Components	2020-21 %	2021-22 %	2022-23 %	2023-24 %
Lectures	--	47	75	77
IQ cases	65	74	85	85
Overall quality of this block	71	69	92	86
Block Concepts/Integration of Block Concepts and Longitudinal Themes				
Immunology	79	87	92	81
Hematology/Oncology	81	86	95	93
Infectious Diseases	60	54	70	65
Rheumatology	60	52	75	75
Dermatology	42	35	62	68
Orthopedics	57	55	80	82
Bioethics	43	43	71	62
Pharmacology	--	--	71	66