

Course name Cancer Concepts

People completing worksheet Janaki Moni MD & Maryann Bishop-Jodoin MEd

Please use the following document to identify how your course will meet the following 4 benchmarks for AY 20-21. Please note that options below relate to courses that *do not* include a 'block' structure. For those that *do* include a block structure the benchmarks apply to each block.

Benchmark Category	Deliverables (pick at least one from those listed – delete those not selected)	Session date/title and responsible person for each (create new cell for each session)	1 line description of change
A. Increase engaged learning (small group, flipped classroom, problem-based learning, simulation, etc.)	Convert 1 lecture per week to an interactive session using an instructional method such as small group, team-based, case-based, etc. / Create a new small group	Final week of Cancer Concepts, May 2021 / Urgencies & Emergencies Small Group / Janaki Moni, MD	Lecture modified to small group
Decrease traditional lectures	Transform 1 lecture per week into an interactive independent learning module	The second week of Cancer Concepts, May 2021 / Intro to & Application of Radiation Oncology / Janaki Moni, MD	Lecture modified to independent learning (biology/physics) fundamentals with large group case-based discussion(s)
B. Identify and remove unintended redundancy	Review lecture materials to align slide number with length and topic Identify where materials are taught in other courses and review whether to maintain in your course (OASIS search or other method)	Session 1 of CaC: Epidemiology & Causes of Cancer- (33 slides), James Liebmman MD Sessions 2 & 3:	OASIS search terms with no finds other than CaC or no finds at all: Cancer drugs, cancer pharmacology, oncologic drugs, oncologic pharmacology, cisplatin, cancer surgery, surgical oncology;

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	Provide a roadmap to help faculty link their sessions to what comes before and after	<p>Cancer Biology I: Introduction to Cancer Biology (50 slides), James Liebmann MD</p> <p>Cancer Biology II: Biology of Metastasis (46 slides), James Liebmann MD</p> <p><u>Cancer Concepts Roadmap:</u> Epi + Ca Causes Cancer Biology I & 2 Pathology of Neoplasia I, II & Invasion of Mets Histology Lab</p> <p>Sep 2019, PoHG: Cancer Genetics and Genomics, (50 slides), Nahida Islam, MD Hereditary Cancer Syndrome, (62 slides), Kaylin O'Brien MD- We Will review our lectures to remove redundancy</p>	
C. Incorporate <u>at least 1 new aspect of EACH of these 3 priority content areas</u> into the course (or block for larger courses) using the Instructional Method of your choice	1. Antiracism, diversity, bias*	<p>Clinical Presentation of Cancer Small Group: Students are assigned to diagnosing cancers based on symptoms.</p>	Will include information regarding ethnic background and country of origin of the patient.
	2. Social Determinants of Health: economic and social conditions that	<p>Epidemiology & Causes of Cancer lecture addresses these items: cancers around the world.</p>	

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Highlight or insert the aspect of choice	influence individual and group differences in health status (CDC) **	Introduction to Pediatric Oncology: Past, Present, and Future , Jason Shohet MD, PhD	
	3. Health Systems Science: the principles, methods and practice of health care to patients and populations****	Cancer Screening & Prevention , Patan Gultawatvichai MD Introduction to Pediatric Oncology: Past, Present, and Future , Jason Shohet MD, PhD	
D. All course leaders, and specific small group faculty will participate in a DRIVE (Diversity, Representation and Inclusion for Value in Education) workshop activity. This will be tracked and reported centrally. Schedules are forthcoming and these should be completed early as possible. We welcome your inviting course faculty to join.			

* Diversity: <https://www.umassmed.edu/dio/> (UMMS Diversity and Inclusion Office); Antiracism: "defined as some form of focused and sustained action, which includes [inter-cultural](#), inter-faith, [multi-lingual](#) and inter-abled (i.e. differently-abled) communities with the intent to change a system or an institutional policy, practice, or procedure which has racist effects" Anti-racism Digital Library; Bias as defined by the DRIVE initiative: Disproportionate weight in favor or against one thing, person, or group compared with another in a way usually considered to be unfair; A preference or inclination, favorable or unfavorable, which inhibits impartial judgment. A tendency to think, act or feel in a particular way.

** and the Healthy people 2020 list: economic stability, education, health and health care, neighborhood and built environment, social and community context

*** Health (HC) delivery structures and processes; HC policy and economics; patient and family-centered care; health system improvement; value-based care and evidence-based medicine; systems thinking; population and public health; HC ethics and law; interprofessional care and teaming; clinical informatics.