

FACULTY BENCHMARK WORKSHEET FOR 2021-2022 ACADEMIC YEARCourse name OSD – Cardiovascular BlockPeople completing worksheet Matthew McGuiness

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.) Decrease traditional lectures	1. Transform 1 lecture per week into an interactive independent learning module	Lectures converted to ILMs: Pericardium (8/31/20, Harrington and McGuiness) Aortic Disease (9/1/20, McGuiness) Atrial Fibrillation (9/1/20, McGuiness)	One standard lecture per week of course time converted to ILM activity.

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B. Identify and remove unintended redundancy	Within the Entire Curriculum Identify where materials are taught in other courses and review whether to maintain in your course (OASIS search or other method)	Endocarditis (9/10/20, Cheeseman)	Lecture content reviewed and updated to eliminate redundant material on antimicrobial therapy for the treatment of bacteremia and endocarditis.
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*	Cardiovascular Small Group Case Studies (multiple dates, McGuiness)	For the 2021 version of the block, our case studies will be updated to include clinical examples that explicitly illustrate the relevance of diversity and bias in the delivery of cardiovascular care.
Highlight or insert the aspect of choice	2. Social Determinants of Health: economic and social conditions that influence individual and group differences in health status (CDC) **	CPC Formative Exercise (9/15/20, McGuiness)	This session highlights the importance of various social determinants of health, including specifically the roles that education and socio-economic status can play

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			an influencing health outcomes.
	3. Health Systems Science: the principles, methods and practice of health care to patients and populations***	Cardiovascular Small Group Case Studies (multiple dates, McGuiness) CPC Formative Exercise (9/20/21, McGuiness)	For the 2021 version of the block, both our CPC case and the small group case studies will be updated to include clinical examples that illustrate the importance of evidence based medicine, value based care and population health in the treatment of cardiovascular disease.
<p>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.</p>			

DRIVE: Diversity, Representation and Inclusion for Value in Education: <https://www.umassmed.edu/dio/initiatives/drive/>

- A brief introduction to the DRIVE Initiative, [click here](#).
- The Curriculum Appraisal Tool, [click here](#)
- Interactive Library Guide with expanded appraisal tools and linked resources, [click here](#)
- Download sample disclosure slide for inclusion and presentations, [click here](#)
- Zoom recording of the faculty development workshop, [click here](#)
- Extensive self-education resource collection curated by Yale medical library, [click here](#)

* 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.