

Course name _____ Integrated Case Exercises _____

People completing worksheet _____ Michael Fahey MD, Jen Carey MD _____

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	Create a new small group	9/11/2020 "Approach to the Complicated Medical History"--Carey	Use of breakout rooms during Zoom session.
B. Identify and remove unintended redundancy	Identify where materials are taught in other courses and review whether to maintain in your course (OASIS search or other method)	8/10/2020 "Dyspnea"--Fahey 8/28/2020 "ECG Basics Made Easy"--Fahey 9/4/2020 "Don't Eat the Fish"-Carey 9/11/2020 "My Shoulder is Killing Me"—Fahey 9/16/2020 "Boy With the Big Heart"—Carey 9/25/2020 "Weak in the Knee"—Carey/Fahey	Material covered in lecture is meticulously checked against content in other courses.

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
<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</p> <p>Highlight or insert the aspect of choice</p>	1. Antiracism, diversity, bias*		
	2. Social Determinants of Health: economic and social conditions that influence individual and group differences in health status (CDC) **	9/16/2020 “Boy With the Big Heart”- -Carey 9/25/2020 “Weak in the Knee”— Carey/Fahey	Explicit discussion of SDH. Discussion of causes of falls in the elderly.
	3. Health Systems Science: the principles, methods and practice of health care to patients and populations***	8/10/2020 “Dyspnea”—Fahey	Incorporation of climate change information.
<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>			

* 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.