

Course name _____ Infections (FM109) _____

People completing worksheet __Read Pukkila-Worley and Chris Sassetti _____

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	Convert 1 lecture per week to an interactive session using an instructional method such as small group, team-based, case-based, etc.	LEC: Antibiotic Action (Sassetti/Pukkila-Worley)	Will be an interactive case discussion with the students with flipped classroom model
	Convert 1 lecture per week to an interactive session using an instructional method such as small group, team-based, case-based, etc.	LEC: Nucleic Acids and Protein synthesis (Sassetti/Pukkila-Worley)	Will be an interactive case discussion with the students with flipped classroom model
	Convert 1 lecture per week to an interactive session using an instructional method such as small group, team-based, case-based, etc.	LEC- Staphylococcus (Pukkila-Worley)	Will be a new lecture given by RPW who will employ flipped classroom, case based discussion
	Convert 1 lecture per week to an interactive session using an instructional method such as small group, team-based, case-based, etc.	LEC- Biothreats (Sassetti/Pukkila-Worley)	Outdated info. Will be removed and replaced with an interactive case discussion

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
B. Identify and remove unintended redundancy	Review lecture materials to align slide number with length and topic	LEC-Vaccines for Bacterial Infections (Block 1) AND LEC-Vaccines and how they have changed clinical medicine (Sassetti/Pukkila-Worley/Behar)	Course directors of INF and HDB will review our courses to harmonize the delivery of vaccine-related topics.
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 Highlight or insert the aspect of choice	1. Antiracism, diversity, bias*	LEC- Chlamydia, Rickettsia, Coxiella (Sassetti)	Skin rashes in non-white patients will be presented
	2. Social Determinants of Health: economic and social conditions that influence individual and group differences in health status (CDC) **	LEC- Antibiotics-Stewardship and Misuse (Sassetti/Pukkila-Worley)	A discussion of how poor socio-economic conditions contributes to the rise in antimicrobial resistance
	3. Health Systems Science: the principles, methods and practice of health care to patients and populations***	LEC- Epidemics, pandemics an emerging viruses (Sassetti/Pukkila-Worley)	Great opportunity to talk about how health systems can reduce the spread of Covid-19 and other pandemics
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.