

Course name _____ OSD-Endocrinology _____

People completing worksheet _____ Gabriela Szabo, 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	Best Zoom Practices Transform 1 lecture per week into an interactive independent learning module	11/2/2020/ Diabetes: History, Diagnosis, Type 1 Diabetes Pathophysiology / Dr. Harlan	Converted DM1 lecture to ILM (Interactive Learning Module)
B. Identify and remove unintended redundancy	Within Your Course <ul style="list-style-type: none"> Review lecture materials to align slide number with length and topic 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)	Nov 2020/ Seminar Slides/ Dr. Szabo 11/2/2020/ Diabetes: History, Diagnosis, Type 1 Diabetes Pathophysiology/Dr. Harlan	Removed redundant Lecture-like Seminar Slides form OSD Y2 Identified and removed DM1 Lecture (part of Y2 lecture) was same for BWCT (part of Y1 lectures)

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*	11/17/2020/ Lecture Care of Transgender Patient/ Dr. Safran	A whole lecture is dedicated to understanding and treating transgender patients
	2. Social Determinants of Health: economic and social conditions that influence individual and group differences in health status (CDC) **	11/3/2020/ Seminar 1 / Dr. Szabo 11/5/2020/ Seminar 2/ Dr. Haas and Dr. Szabo	Newly developed Seminar 1 and 2 Cases (on DM1 and DM2) adapt care to social and community context, patient's economic status, and/or literacy
	3. Health Systems Science: the principles, methods and practice of health care to patients and populations***	11/3/2020 Seminar 1 DM1/ CORE SMGF	Seminar 1 highlights health delivery process and patient-centered care (different insulin regimens tailored to pt preferences, ability to use modern technology)
<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>			