

Course name: **OSD MSK**

People completing worksheet: **Jonathan Cheah**

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
<b>A. Increase engaged learning</b> (small group, flipped classroom, problem-based learning, simulation, etc.)  Decrease traditional lectures	<b>Best Zoom Practices</b>  1. <i>Add Top Hat to at least 1 lecture per week</i>  <i>Build and implement a simulation experience (including debrief)</i>  <b>or</b>  2. <i>Transform 1 lecture per week into an interactive independent learning module</i>	Dec 2/ Bone Tumors – Jacob Bledsoe/Matthew Most	Switch from lecture to ILM
		Dec 3/ Virtual Lab – Jacob Bledsoe	Switch from lecture to ILM
		Dec 4/ Gout CPPD – Jonathan Cheah	Switch from lecture to ILM
		Dec 7/ Gout Pharmacology – Jonathan Cheah	Switch from lecture to ILM
		Dec 8/ Small group simulation – Jonathan Cheah	Simulation including hands on ultrasound and knee joint aspiration using models
		Dec 12/ Rheumatology self-assessment – Jonathan Cheah	Online question based ILM

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B. Identify and remove <b>unintended redundancy</b>	<p><b>Within the Entire Curriculum</b></p> <p>Identify where materials are taught in other courses and review whether to maintain in your course (OASIS search or other method)</p>	<p>I have searched within OASIS to identify where topics which can be thought of as rheumatology may lie elsewhere e.g. idiopathic inflammatory myopathies in Brain, sarcoidosis in Pulmonary, anti-phospholipid syndrome not in Blood, discussed with imaging lead re: prior ultrasound training</p>	<p>Am not duplicating said topics in the MSK OSD block</p>
<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*	Dec 4/ Gout CPPD – Jonathan Cheah	Will attempt to incorporate this into the ILM
	2. Social Determinants of Health: economic and social conditions that influence individual and group differences in health status (CDC) **	Dec 4/ Gout CPPD – Jonathan Cheah	Will attempt to incorporate this into the ILM
	3. Health Systems Science: the principles, methods and practice of health care to patients and populations***	Dec 4/ Gout CPPD – Jonathan Cheah	Will attempt to incorporate this into the ILM

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<p><b>D. All course leaders</b>, and specific small group faculty <b>will participate in a DRIVE (Diversity, Representation and Inclusion for Value in Education) workshop activity</b>. 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> <p>I have attended a DRIVE workshop</p>			