Course name_____OSD-Renal_____

People completing worksheet _Jason Kurland, 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** 1. Add Top Hat to at least 1 lecture per week **or** 2. Convert 1 lecture per week to an interactive session **or** 3. Build and implement a simulation experience (including debrief) **or** 4. Transform 1 lecture per week into an interactive independent learning module **or** 5. Create a new small group	1) Lecture on "kidney stones" converted to core small-group session (09/24/2020, Dr. Jason Kurland) 2) Core small-group session created on "hypertension" (10/13/2020, Dr. Jason Kurland) 3) Lecture on "cystic renal diseases" converted to independent learning module (10/08/2020, Dr. David Clive) 4) Lecture on "acute kidney injury" converted to case-based, interactive session (09/29/2020, Dr. Pang-Yen Fan) Top Hat utilized for lecture on "UTI's and antibiotics" (10/07/2020, Dr. William Durbin)

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**	**Within Your Course** • Review lecture materials to align slide number with length and topic • Provide a roadmap to help faculty link their sessions to what comes before and after **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)	Ongoing efforts to reduce slide number and streamline slide content during lectures; slides redesigned for lectures on "potassium homeostasis" and "acid-base homeostasis" (09/22/2020 and 09/25/2020, Dr. Jason Kurland)
C. Incorporate <u>at least 1 new aspect of EACH of these 3</u> **priority content areas** 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*	1) DRIVE bias slides included for lectures on "Lower Urinary Tract Disorders and Drugs 1" and "Renal Neoplasia" (09/30/2020 and 10/06/2020), Dr. Jennifer Yates Effect of ethnicity on calculated eGFR discussed in lecture on "Introduction to OSD-Renal / Normal Physiology" (09/16/2020, Dr. Jason Kurland)
	2. Social Determinants of Health: economic and social conditions that influence individual and group differences in health status (CDC) **	Content added on social determinants of health (discrepancies of care for urologic cancers) in lecture on "Renal Neoplasia" (10/06/2020, Dr. Jennifer Yates)

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**
	3. Health Systems Science: the principles, methods and practice of health care to patients and populations***	1) Evidence-based medicine content added to lecture on "Potassium Homeostasis" re: treatment of hyperkalemia (09/22/2020, Dr. Jason Kurland) Evidence-based medicine content added to lecture on "Diabetic Kidney Disease" (10/01/2020, Dr. Matthew Niemi)

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.