

**FACULTY BENCHMARK WORKSHEET FOR 2021-2022 ACADEMIC YEAR**Course name \_\_\_\_ Physical Diagnosis - 1<sup>st</sup> year students \_\_\_\_\_

People completing worksheet \_\_\_\_ Peggy Wu, 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	<b>Deliverables</b> (pick at least one from those listed – delete those not selected)	<b>Session date/title and responsible person for each</b> (create new cell for each session)	<b>1 line description of change</b>
<b>A. Increase engaged learning</b> (small group, flipped classroom, problem-based learning, simulation, etc.)  Decrease traditional lectures	<b>Best Zoom Practices</b> <ol style="list-style-type: none"> <li>1. Add Top Hat to at least 1 lecture per week</li> <li>2. Convert 1 lecture per week to an interactive session</li> <li>3. Build and implement a simulation experience (including debrief)</li> <li>4. Transform 1 lecture per week into an interactive independent learning module</li> <li>5. Create a new small group</li> </ol> <b>or</b>	Introduction to Physical diagnosis (LC Mentor version) 10/6/2020  Introduction to Physical Diagnosis to (Student version) 12/16/20	Re #2 -There is only 1 formal powerpoint lecture to students in this course. All other sessions are interactive (see below for 7 sessions based on organ system + 2 practice integration sessions).  Re #1 - not applicable here as the 1 lecture introduces students to the course and teaching is more effective hands on than through lecture in other sessions  Re #3 – building in sim second year (Harvey / heart) PD2 (Chris Macginnis/Dave Hatem). For PD1 I emailed 2 different people within ophthalmology re sim for but have not received response.

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B. Identify and remove unintended redundancy	<p><b>Within Your Course</b></p> <ul style="list-style-type: none"> <li>• Review lecture materials to align slide number with length and topic</li> <li>• Provide a roadmap to help faculty link their sessions to what comes before and after</li> </ul> <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><b><u>Sessions below – LC mentors responsible for each.</u></b></p> <p><b><u>Session 1</u></b> - Intro to General Appearance, Vital Signs, and PD equipment</p> <p><b><u>Session 2</u></b> – Heart and Vascular Physical Exam</p> <p><b><u>Session 3</u></b> – Chest and Breast Physical Exam</p> <p><b><u>Session 4</u></b> - Musculoskeletal exam of upper extremities</p> <p><b><u>Session 5</u></b> – Musculoskeletal exam of lower extremities and Abdomen</p> <p><b><u>Session 6</u></b> – Practice Integration Session #1</p> <p><b><u>Session 7</u></b> – Neuro</p> <p><b><u>Session 8</u></b> - HEENOT (head, eyes, ears, neck, oral, throat)</p> <p><b><u>Session 9</u></b> – Practice Integration Session #2</p> <p><b><u>Final exam:</u></b> 3/1/21-3/3/21</p>	<p>For all:</p> <p>All sessions are done via small groups w/ lectures that are interactive including demo and practice on partners.</p> <p>Within Blackboard, each curriculum packet is updated yearly to avoid redundancy and improve material. Each session is listed by date and topic title with appropriate attachments. Within curriculum packets, links to external videos and Bates videos are provided for faculty instructors (mentors) and students.</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	1. Antiracism, diversity, bias*	As above sessions we incorporate this – LC mentors.	1) Can add in disclosure slide from DRIVE next year. Was informed of this after the fact this year.

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courses) using the Instructional Method of your choice  Highlight or insert the aspect of choice			2) Video links have been reviewed to try to find those w/ people of color. 3) Working with 4 <sup>th</sup> year teaching elective students and those w/ experience working with the LGBTQ+ population to make the language in curriculum materials more inclusive esp re more sensitive areas like breast exam.
	2. Social Determinants of Health: economic and social conditions that influence individual and group differences in health status (CDC) **	11/18/20: Teaching PD Through the Lens of Trauma-Informed Care given by Elizabeth Eagleson	Lecture to LC mentors on trauma informed consent so we can incorporate this into our teachings in PD small groups. Plan on doing this for students next year too. I discussed this some this year in my Intro to PD lecture.
	3. Health Systems Science: the principles, methods and practice of health care to patients and populations***		This might be more applicable to DCS 2 when physical dx is incorporated into hospital sessions and using EPIC.
<b>D. All course leaders, and specific small group faculty 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.			